

LIBRARIES AND LIBRARY
SERVICES IN THE SOUTHEAST

Libraries and Library Services in the Southeast

A Report of the Southeastern States
Cooperative Library Survey,
1972-1974

Prepared for the Southeastern Library Association

by

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To
TOMMIE DORA BARKER, MARY UTOPIA ROTHROCK,*
and LOUIS ROUND WILSON

whose vision, imagination, and determination
provided the foundation
for much of the progress
recorded in the following pages

*Deceased January 30, 1976

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FOREWORD

The Tennessee Valley Library Council's survey of libraries in the Southeast, conducted during 1946-47, was a pioneer effort of its kind. It collected detailed and comparable information on the kinds and levels of library resources in the region and recommended measures for their improvement. Little cooperative or concerted action within the region resulted from the survey, but some of the states made considerable use of it in developing library programs within their own borders.

Although much more information regarding libraries has become available during the past several years than was the case in 1946-47, a few years ago a number of librarians and other educators began to express a need for another survey to examine the development of libraries since the earlier study, to collect data concerning their present status, and to evaluate the present and future needs as indicated by the information gathered.

The first overt action taken toward the implementation of a new survey occurred in 1968 when a group of librarians and other interested people met at the invitation of the Tennessee Valley Authority to discuss and to consider the matter. The next step took place when the Library Development Committee of the Southeastern Library Association, at the SELA Workshop in March 1969, recommended that a project be initiated to update the 1946-47 study in order to ascertain the present status of library service in the southeastern states and to formulate a program designed to assure maximum development in the future. The Tennessee group met again in 1969, with additional people in attendance. At this meeting it was decided that there was a definite need for the earlier survey to be updated.

The matter rested at this stage until the SELA Workshop in March 1971. The Library Development Committee again urged that the survey that it had recommended two years before "be implemented by the appointment

of a committee to formulate a plan for execution including a proposed budget." On March 15, as President of SELA, I appointed that committee consisting of Mary Edna Anders, Richard Boss, Jerrold Orne, and Jesse Mills, Chairman. Dorothy Ryan, Vice President of SELA, and I served as ex officio members. At its first meeting on June 4, 1971, in Knoxville, the committee agreed on the direction the survey should take and assignments were made to committee members. Dick Boss was to prepare a proposed budget, Jesse Mills was to prepare the proposal, and I was to investigate funding possibilities. Dr. Anders and I, on the plane returning to Atlanta, discussed possible methods of funding within the region and decided to recommend that the state library agencies, the state library associations, and the Southeastern Library Association be asked to finance the project.

Jesse Mills sent his proposal to me on November 19, 1971, and it was immediately submitted to the SELA Executive Board, which quickly gave its approval. Following board approval, I sent memoranda to the heads of the state agencies and to the president of each state library association seeking their aid both financially and in the collection of data for the survey. Eventually, all state agencies contributed \$10,000 each from Library Services and Construction Act (LSCA) funds, and all state library associations participated in the funding; one association contributed \$500, and the others contributed \$1,000 each, to the project.

All concerned with the survey believed that Mary Edna Anders was the ideal person to direct it. To secure her services, the SELA entered into a contract with the Georgia Tech Research Institute on June 12, 1972.

While the SELA Survey Committee was planning, Jesse Mills was keeping TVA officials advised of developments and encouraging them to join in the undertaking. His efforts bore fruit. TVA indicated that it would cosponsor the survey and would contribute the assistance of its specialists in preparing the questionnaires and in analyzing the results. The Authority agreed that its Computing Center would provide the essential systems analyses and computing services. Furthermore, TVA would furnish funds for publication of the final report. A formal agreement between SELA and TVA was entered into on June 5, 1972.

This, therefore, is a truly cooperative regional project—one supported by state library agencies, state library associations, the Tennessee Valley Authority, and many, many individual librarians who have contributed their knowledge and time in serving on committees and in filling out the questionnaires.

This printed volume contains the narrative part of the survey report and some tables. A supplementary volume providing a wealth of statistical data has been issued separately. Together, they provide a comprehensive treatment of libraries in the Southeast and will, I hope, form the basis for library stimulation and expansion in the region for many years to come.

Athens, Georgia
September, 1975

W. PORTER KELLAM

PREFACE

The Southeastern States Cooperative Library Survey covered libraries and library-related agencies in Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia. Virtually every type of library was included, the major omissions being county law libraries, libraries of commercially operated business and trade schools, and libraries of individual churches. Eight aspects of library resources and services were investigated in detail: geographical or other definition of area served, financial support, materials held, personnel, personnel practices, types of service extended, types of people served, physical quarters and equipment.

The survey was initiated to provide a data base for regional planning for library development and for cooperative action on the part of librarians. Consequently, this report is focused on the library resources and needs of the region, not on those of the respective states. Likewise, except for the nine state library agencies and the nine state supreme court libraries, survey findings are not presented for individual libraries. Some secondary data for individual libraries have been included, however, in order to support survey findings.

According to the work specifications, the quality and subject strengths of collections were not to be investigated in this survey but were to be studied on a sample basis in subsequent surveys. No attempt was made, therefore, to obtain measures of these important characteristics of library collections.

The methodology and procedures used in the survey have been described in a statistical report issued in mid-1975,¹ and that description is not repeated here. The earlier report contains 564 of the tables derived from survey data. Because of their availability elsewhere, the number of tables included in this report has been kept to a minimum. For each type of

library, tables usually are given that show the number of returns by state, expenditures by purpose, employees by position, salaries of professional employees, holdings of printed materials, holdings of nonprint materials, and types of services offered.

For the convenience of individuals wishing an overview, a summary of the findings and a statement of the major recommendations precede the report of the survey. Chapter I of the report is devoted to a description of the Southeast. Emphasis in that chapter is placed on the regional characteristics and trends that have specific implications for libraries and their services. Survey findings concerning the agencies that have definite leadership functions—state library agencies, state school library supervisors, state library associations, departments and schools of library science, and library/media supervisors of local school systems—are presented in Chapter II. Chapter III deals with libraries established to provide direct services to users—academic, public, school, and special libraries. The characteristics of librarians are examined in detail in Chapter IV, and brief attention is given to users of libraries. In addition to summary statements, Chapter V reviews the extent to which recommendations of the 1946–47 survey have been achieved and offers eight recommendations for regional action.

The recommendation that the Southeastern Library Association appoint a full-time executive director is repeated in three different places in this report. Although the SELA appears to be taking the action required to implement the recommendation, the statement of need has been retained in order to emphasize its importance.

A standard outline has been followed in the sections of Chapters II–IV. First, the findings of this survey are reported. With only a few exceptions, editorial reactions have been excluded from this portion. Next, the findings of this survey are examined in relation to those of the earlier one and in regard to national measures and to national standards. Based on survey data and the comparisons, generalizations regarding the status of that respective type of library service are then offered. These generalizations cover the strengths and needs of that type of library service. Recommendations for action are stated in the final portion of most sections.

In spite of the detail included in this report, many significant problems are not covered because of time and space limitations. For example, libraries in the predominantly black institutions, parochial school libraries, and libraries serving private institutions of higher education are confronted with some unique problems that should be examined.

In recording the number of employees by position, respondents were asked to follow a uniform definition of professional personnel. Individuals with at least a master's degree or a fifth-year professional degree in library science were to be reported as professional librarians. Individuals filling professional positions and holding at least a master's degree in a subject or professional field other than library science were to be identified as "other

professional personnel." In addition, individuals covered by a "grandfather clause" or serving as director, associate director, assistant director, or department head were counted in the professional category. Different definitions of professional were applied in the school library/media area. Library/media specialist II was used for individuals holding a master's degree in library science. Library/media specialist I covered people who lacked the library degree but met state certification requirements in library science.

Survey data report conditions that existed in 1971-72. The usefulness of some of the measures is considerably reduced because they are not current. Although the delay in completion of the project could not be avoided, it has been a cause of concern and disappointment for the survey director.

Every precaution possible has been taken at each stage of the work on the survey to produce valid and reliable measures and to cite them accurately in this report. In spite of the efforts to avoid them, errors are likely to be found in a work of this nature. The survey director accepts the responsibility for any that exist.

Although it is not possible to recognize all of the people who participated in the work of the survey, the director acknowledges gratefully the invaluable assistance provided by the members of the SELA Advisory Committee on the Survey, Tennessee Valley Authority personnel, and members of her own Basic Data Branch staff. Members of the advisory committee, and especially the ex officio members, have truly served as a "brain trust" for the project. As a committee in session and as individuals responding to a specific request, they have given wise counsel throughout the entire project. For their advice, encouragement, and patience, the survey director will always be grateful to Estellene P. Walker, Frances Hatfield, Virginia Lacy Jones, I. T. Littleton, Jesse Mills, Shirley Brother, Jack Dalton, W. P. Kellam, Cecil Beach, and Betty Martin.

Staff members of the TVA Computing Center made a unique contribution to the project. They provided all of the essential systems analyses and computing services and worked diligently to produce "clean" data. The survey director acknowledges with appreciation the outstanding work of James D. Ward, Susan Irick, and Lamont Rogers.

Members of her own Basic Data Branch staff have handled many of the detailed survey activities. With pride in their performances, the survey director recognizes gratefully the work of Blake Copple, Virginia Cooper, and John Steinheimer. Helen Blum merits a sentence of appreciation all her own: she has been involved in every phase of the work, and her contribution to the entire project cannot be measured.

Finally, the survey director is grateful to each of the individuals who completed a survey questionnaire and thus helped make this report possible.

Atlanta, Georgia
October 1, 1975

MARY EDNA ANDERS

SUMMARY

Most of the people in the Southeast now have library services available to them from one or more sources. Ninety-two percent of the population has access to services extended by a public library, and the remaining 8 percent can usually obtain service from a state library agency. In addition, agencies of state and local governments, hospitals, business and industrial firms, associations, and other organizations sometime offer work-related library services to their employees. Over 90 percent of the public schools provide library/media services for their pupils and teachers; and in academic institutions, students and faculty members have collections available to support both basic instruction and independent research.

Although notable exceptions exist, most of the libraries occupy functional and attractive quarters that have been constructed since 1950.

In addition to books, periodicals, and microforms, the collections of the libraries include recordings, films, and other nonprint materials. At least forty of the libraries maintain machine-readable data bases. Averaging approximately 1.1 books per capita, the collections of public libraries are too small, and those of academic libraries, likewise, trail national measures of academic library resources. Measures of the book collections of the school media centers equal the specifications of the Southern Association, but the annual additions to them appear inadequate.

Although the services related to the collections have previously been limited to users who sought them, public, academic, and school libraries are giving more attention to the nonuser and the infrequent user and are broadening their programs in an effort to meet the information needs of a wider segment of the population. Special services to users remain limited, however, and investigations of their needs have been few.

Academic libraries are administered by professionally trained personnel,

as are possibly 78 percent of the public libraries. At least 84 percent of the school media centers are operated by a library/media specialist who holds either a library degree or meets state certification requirements. Both public and school library personnel can call upon state—and in some cases, local—consultants for advice and assistance. The professional staff members of the libraries continue to be underpaid; the salaries of many experienced librarians are less than the average beginning salary of a library school graduate. They lack encouragement and opportunities for continued professional growth.

Over 90 percent of the librarians received at least some of their professional preparation in a library education agency located in the Southeast. In 1972, six of the schools offering library science and media programs had been accredited by the American Library Association; by mid-1975, that number had been increased to twelve.

State library agencies are now better prepared to assist local libraries and to supply leadership for state-wide development of public library service, but they exercise their leadership responsibilities conservatively. The state school library supervisors, however, lack the personnel needed to provide adequate leadership and direction for the growth of school library/media centers. The creation of state commissions on higher education and the formation of the Association of Southeastern Research Libraries have introduced limited overall planning for the future of academic libraries in the region. The state library associations are not contributing significantly to an assessment of library needs or to the formulation of programs to meet those needs, and their memberships are not representative of the various types of libraries. Planning for the future, whether by individual libraries or by groups of libraries, remains limited.

Except for the Southern Association of Colleges and Schools and the Southern Regional Education Board, libraries and library associations do not have a working relationship with the regional agencies whose activities are focused on specific problems of the southeastern states. Libraries share the concerns of the Southern Growth Policies Board, the Southern Regional Council, the Tennessee Valley Authority, and the two regional educational organizations, and their failure to establish a continuing relationship with these agencies has limited the contribution that libraries make to the growth and development of the region.

In order to fulfill their responsibilities, public libraries should have more staff members and larger collections. The most pressing need of school media centers is for more personnel; in academic libraries, it is for more materials, particularly research materials. If these needs are to be met, the financial support provided libraries will have to be increased.

The findings of the survey show that, although major weaknesses exist, the Southeast has a viable structure for providing library service to its people. Books and nonbook materials are found in the region. They are

housed in facilities that make their efficient use possible. Professionally trained librarians administer these library resources. Their immediate tasks include achieving more effective use of the existing resources and planning cooperatively for the growth of those resources.

Financial support for all types of library service has never represented, nor does it now constitute, a significant percentage of the income of the agencies responsible for the libraries. Administrators who control allocations for the individual libraries should provide the increases that are relatively minor in their total budgets but that are, in fact, quite major in the libraries' budgets. These increases will determine whether people in the Southeast will receive the caliber of library service they need and whether library resources and services will be available to promote regional development and growth.

Based upon survey findings, the following eight recommendations addressed to the Southeastern Library Association identify priority areas for regional action.

1. It is imperative that the Southeastern Library Association prepare itself to provide effective leadership and support for the advancement of library services in the region. In order to secure funding for specific programs of regional importance, the SELA must be able to unite libraries from the member states in appropriate operational frameworks. It must have the capability required to monitor library development and serve as a communication center for libraries. It is essential that the SELA be equipped to establish contacts with and cooperate with the other agencies and organizations that are concerned with the problems of the region and that are working to ensure regional growth and development. *If it expects to provide effective leadership and support for the growth of libraries and the expansion of library service, the SELA needs to establish and staff the office of a full-time executive director.*

2. In meeting the informational and educational needs of people, libraries fill an important role as agencies for resource development. Librarians should give greater emphasis to the responsibilities that accompany this role. They need to direct library programs more specifically to user requirements and to learn more about nonusers. Closer ties with other regional and state organizations and agencies provide a basis for relating library services more directly to the needs of the people in the region. *The SELA should sponsor a series of conferences to bring representatives of regional agencies together with librarians to explore ways to utilize library resources more effectively in regional development and to consider collaboration in one or more demonstration programs to test effective approaches to greater utilization.*

3. Regional planning for the development of library resources should be pursued on a unified, systematic basis. Planning needs to take into consideration all types of libraries and should be related to local and state planning. The requirements of users and the concept of networks should guide

all planning. *The SELA should assume responsibility for systematic regional planning for the development of library service and should offer leadership and support for the establishment of library networks compatible with those proposed by the National Commission on Libraries and Information Science.*

4. Although conditions vary with individual libraries, as a group, public libraries appear to suffer from inadequate funding to a greater extent than do other types. Public libraries are committed to wider service responsibilities than any other type of library and they must reach a larger population. Priority should be given to a regionwide campaign to focus attention on their services and their needs. *In cooperation with the appropriate agencies, the SELA needs to explore means of increasing the financial support provided for public library service and to supply leadership for action that can be taken effectively on a regionwide basis to secure additional funding for these libraries.*

5. Academic libraries contain the most extensive collections in the region, but their holdings lag behind those found elsewhere in the nation. These libraries need supplemental support to acquire research materials, but the acquisitions should be planned cooperatively, and the plans should be honored by all. Academic libraries should not compete but should work together to strengthen the region's resources for research. Because of the richness of their resources, academic libraries presently serve many people who are not members of their academic community, and the requests for this service appear to be growing. As part of the cooperative planning that needs to be pursued, the role of the academic libraries in extending service to off-campus users should be reviewed in terms of protecting the priorities of the academic libraries and, at the same time, securing maximum benefit from the resources of these libraries. As part of this review, consideration should be given to various methods of providing additional financial support for academic libraries in compensation for their external services. Academic libraries need to initiate this kind of planning and such planning might appropriately be conducted within the framework of SOLINET or the SELA. *The SELA should direct attention to existing resources for research, identifying action that needs to be taken to make more effective use of these resources and endeavoring to secure the establishment of a mechanism that will produce cooperation in the acquisition of research materials.*

6. Library/media services available to both pupils and teachers have been weakened because the school library/media centers are understaffed. Some schools need to increase the services of their part-time library/media specialists to full-time. More schools, however, appear to need clerical or support personnel to assist the library/media specialists, freeing them to provide more professional assistance to teachers and to offer more guidance and direction to pupils. Understaffed media centers are found in each of the nine states and the problems they present should be given priority in regional planning. *The SELA needs to pursue possibilities for strengthening both state and regional standards regarding the number of*

library/media specialists that should be available in schools and to take any other action that will lead to adequate staffing of media centers.

7. Libraries and library-related agencies are too fragmented, and their interests and activities are too narrowly focused, for them to come together in cooperative programs without external stimulation. For this reason, stronger leadership for library development is needed in the region. The state library agencies, the state school library supervisors, and the state library associations—the key leadership agencies in the states—in combination with the SELA provide the framework within which regional planning must take place. These agencies need to exercise their responsibilities for leadership more aggressively, and in some cases, they do not presently have sufficient staff to carry out these responsibilities. Attention needs to be given, therefore, to the factors that deter the leadership agencies from fulfilling their functions in this specific area as effectively as they should. *The SELA needs to encourage state library associations, state library agencies, and state school library supervisors to participate more actively in regional planning for library development and to support the strengthening of their capabilities to conduct cooperative planning.*

8. Expanded concepts of library service, changes in the population to be served, and technological developments make professional obsolescence an immediate and serious possibility for practicing librarians. Obstacles to professional growth exist in many work situations and formal opportunities for continuing education are limited in the Southeast. In planning for the growth of library service in the region, top priority must be given to library personnel. They determine the effectiveness of the contribution libraries make to the region. Strong programs of library education must be complemented by a variety of opportunities for continuing education. The opportunities should be planned as part of a total continuing education program for the region as a whole. *The SELA needs to initiate a region-wide continuing education program that affords librarians opportunities to continue to grow professionally.*

THE REGION TO BE SERVED

The nine states encompassed in the geographic area of this study share many characteristics, problems, and promises for the future. Each of them belonged to the Confederacy, and many of their handicaps can be traced to the holocaust of the Civil War and its aftermath. Historically, these states have ranked low on virtually every index of economic, educational, and social development.¹ Long dependent on an agriculturally based economy, the people of the region remained primarily a rural population. Personal and per capita income lagged for them, and their local financial institutions lacked the capital needed to support economic growth. Absentee owners brought industry to the region, and outside sources supplied the capital required to develop its natural resources.

Like its natural resources, the human resources of the region remained largely undeveloped for years. Slow to accept the concept of public responsibility for education and other services, the nine states delayed the establishment of public school systems and then for decades, in spite of their limited funds, they maintained separate schools for the white and black populations. Many children attended school for only a few years, if at all. Illiteracy continued to be high in the region, restricting the ability of a significant portion of the population not only to contribute to the development of the region but also to grow personally and to provide adequately for themselves.

Change came slowly indeed to the nine states. Not until the 1950s did statistical measures supply evidence that the terms "backward" and "number one economic problem area," traditionally applied to the region, were no longer apt descriptions. Although they continued to rank low on many measures, these states came to be characterized by growth and change in the 1960s and 1970s. Change was evident in all phases of life in

the region—change confirmed by measures of its people, economy, educational facilities, and government.

The number of people in the region was now growing. Between 1960 and 1970 the percentage increase in population was greater for the region than it was for the nation as a whole, and according to projections for 1990 this higher growth rate will continue.² Although each of the southeastern states showed some increase in population, according to the census of 1970, the major growth occurred in three states—Florida, Virginia, and Georgia.³ Data from the 1970 census also reveal that the out-migration pattern common to the region for so many years had finally been modified. More people moved into the region than moved away from it. The in-migration involved whites almost exclusively.⁴ Blacks were still leaving the region but in somewhat smaller numbers than in previous decades, and they were moving primarily from the rural areas. Of the region's thirty-six standard metropolitan statistical areas (SMSAs) with populations of 200,000 or more, only seven showed a decrease in the percentage of blacks in their population between 1960 and 1970.⁵ The region, or portions of it, was becoming attractive to more people as a place to live.

According to 1970 census data, the composition of the population in these southeastern states displayed slight shifts. Although the increase was small, the number of individuals counted as being of "foreign stock" in the census increased in absolute figures in all of the southeastern states except Kentucky. The percentage of the population considered "foreign stock," however, exceeded 3 percent in only two states—Florida and Virginia.⁶ The percentage of blacks dropped in every state except Kentucky.⁷ The previously mentioned in-migration also added people of differing backgrounds and attitudes to the region's population. These changes are all relatively slight, but they suggest the emergence of a more diverse, a less homogeneous population within the nine-state area.

Data from the census and from publications of the U.S. Office of Education show that the people in the southeastern states are acquiring more formal education. The percent of the population from five to seventeen years old that was enrolled in public schools increased in each of the nine states between 1960 and 1970 but showed a slight decline after 1970,⁸ owing probably to the transfer of sizable numbers of children from public schools to the private schools that were being opened in the region. In 1970, the median number of years of school completed by the nation's population was 12.1. In eight of the southeastern states the comparable figure exceeded 10 years, and in one—Florida—the state figure equaled the national measure.⁹ College enrollment, expressed as a percent of the population aged eighteen through twenty-four, increased sharply in the region between 1960 and 1972. In 1972, students entering college, reported as a percent of high school graduates, equaled 50 percent or more in seven of the nine states.¹⁰ Data from the 1970 census show that in the

southeastern states, the percentage of the population twenty-five years old or over with four or more years of education beyond high school ranged from a low of 7.2 in Kentucky to a high of 12.3 in Virginia. The comparable figure for the nation as a whole was 10.7.¹¹ Although the Southeast continues to lag behind national measures, the reports indicate that more of the region's people are going to school and that they are staying in school longer.

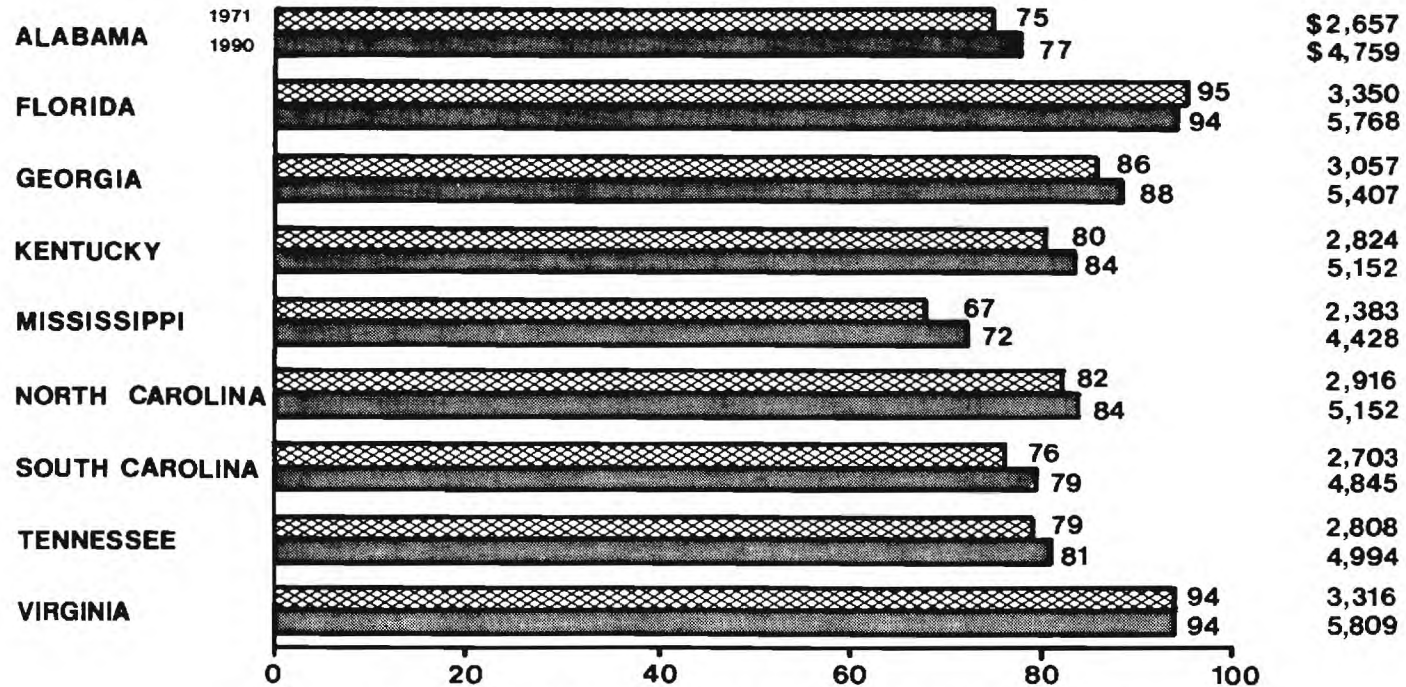
The number of doctorates awarded by universities in the Southeast has increased so dramatically that in 1970-71 the institutions of higher education in five of the states each granted more doctorates than had been awarded in all nine states just twenty years earlier.¹² In addition to the research represented by degrees awarded, ongoing research programs were maintained by experiment stations, specialized institutes, and other units of academic institutions. Much of the research dealt with utilization of the region's natural resources, technical problems of its industries, the health and medical requirements of its people, and other subjects directly or indirectly affecting the development of the region and the quality of life found there.

Data concerning the income received by people in the Southeast also provide evidence that significant changes have occurred. Per capita personal income has grown steadily in each of the states, and the percentage increase in each state since the 1950s has been greater than the percentage increase for the nation.¹³ In spite of this growth, in no state in the region does the figure for per capita personal income equal that for the nation. In fact, although a continued high percentage increase is projected for the region, forecasts indicate that by 1990, the Southeast (twelve states) will have achieved only 85 percent of the per capita income figure for the nation.¹⁴ The projected figures are still below 80 percent in three states (see Figure 1). The people of the Southeast, however, have more money available to them than has been the case in prior decades, and this growth of per capita income has made possible major changes in the life styles of the people.

An increasing portion of the income of the people has come from manufacturing, marking the region's shift from an agricultural to an industrial economy. In the 1950s, manufacturing began to account for the largest portion of employment in the Southeast with the leading industries—food processing, apparel, textiles, and lumber—continuing to be labor intensive and low-wage in character. Agricultural employment showed a steady decline, while employment increased in trade, government, and service industries.¹⁵ In addition to contributing to the development of the region, these changes in the composition of the economic mix expanded and diversified the opportunities for employment available to people and at the same time stimulated the training of individuals qualified to take advantage of these opportunities.

FIGURE 1

1971, 1990 PER CAPITA INCOME AS
PERCENT OF U.S. PER CAPITA INCOME



Source: U.S. Department of Commerce, Social and Economic Statistics Administration, *Area Economic Projections 1990* (Washington: U.S. Government Printing Office, 1974), p. 227.

Industrialization has tended to encourage urbanization in the Southeast, and over half of the region's people now live in urban areas.¹⁶ Many individuals living in rural sections commute daily to urban areas to work in offices or in factories located in cities and thus spend a significant portion of their day in an urbanized environment. The rural population is, therefore, less tied to place, nowadays.

The school-desegregation decisions and the civil-rights legislation of the 1950s and 1960s created major changes in every aspect of life in the region. In spite of its initial resistance, its delaying tactics, and its resentment, the region has come to accept not only the legal actions but also, increasingly, the appropriateness of those actions. The region has important racial problems before it, but the problems concern employment opportunities, education, housing, and health care, not fundamental legal rights.

Change is also evident in government in the Southeast—in the activities of governments, in the relationship of governments to each other, and in their relationship to the people they serve. At both the state and local levels, the programs and activities of government agencies have become more varied in purpose and more complex in character. To administer these more diverse and complicated programs, professionally trained career personnel are appearing in increasing numbers on the lists of government employees. A combination of factors has brought some of the governments in the region together in working partnerships. Interstate compacts have been adopted that provide the authorization essential to the states' contracting with each other for services or to carry out cooperative programs. Within the individual states, at the substate level, quasi-public agencies have been established by groups of local governments.¹⁷ These agencies—councils of governments, development districts, and other multi-county organizations—carry on multifunctional programs and endeavor to secure the cooperative participation of all governmental entities in the establishment of objectives for the development of the substate area and in the attainment of those objectives. These substate agencies make regular use of citizen participation in their planning and other activities.

The relationship of the citizen to his government was changed significantly for many people by two specific actions at the federal level. First, the enunciation and enforcement of the one-man/one-vote principle brought a greater voice to the citizen whose vote had not previously been counted on the same basis as that of a resident of another section of the state. This action also signaled the weakening of rural-county domination of state legislatures. Second, owing to passage and implementation of voter registration legislation, participation in elections and in government became possible for many people who had not previously been able to share in governmental processes. Although state and local governments

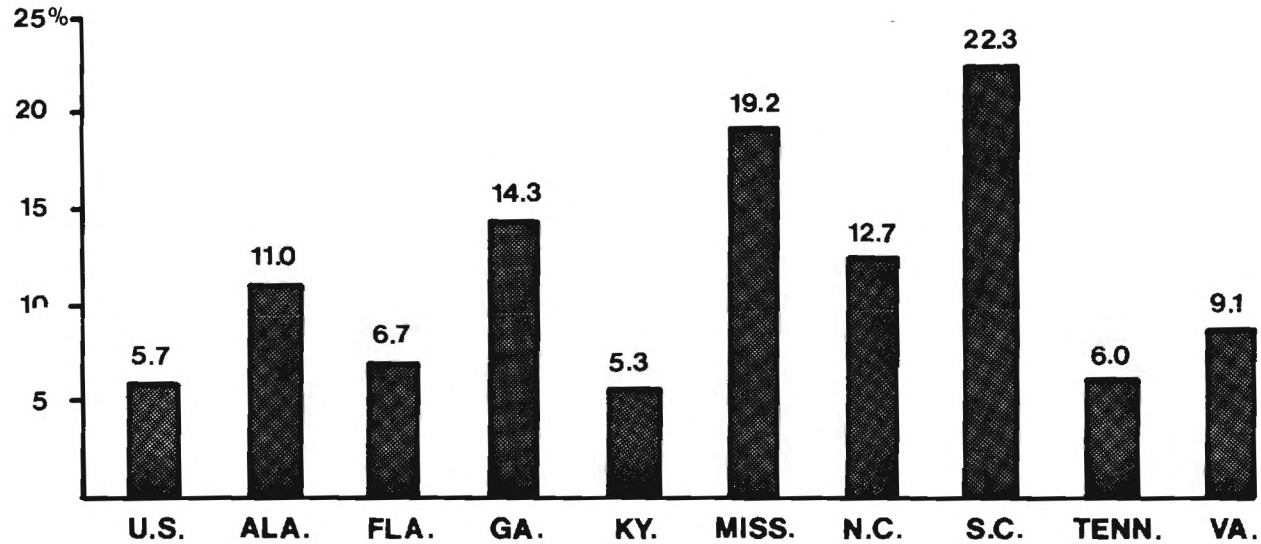
were providing more services and exerting a more immediate impact on their lives, the people thus had greater opportunities for participation in government at both the local and the state levels.

By the 1970s the amenities of life had become more diversified and more readily accessible to people in the region. According to data compiled by the American Symphony League, twenty-one of the eighty-seven metropolitan symphony orchestras in the nation were based in the southeastern states.¹⁸ Concert and theatrical series had become a part of the social activity of many towns. A listing of sixty-six museums in cities other than New York, Chicago, and Philadelphia included ten located in the Southeast.¹⁹ Publicly supported zoos could be found in seven southeastern cities. Major league sports were a regular part of the life of at least two cities. Three major amusement parks that had been opened in the region had proved to be commercially profitable for their owners, and the state-parks system in each of the nine states stressed inexpensive family recreation facilities and programs. The numbers reported in this partial inventory are not impressive; they show, however, that the region was not at this time wholly devoid of cultural facilities and opportunities for individuals to pursue a variety of leisure-time activities.

The facts and measures cited above identify growth and change in the region. They also show that, in spite of its growth, the Southeast has not achieved parity with national averages. The same publications of the Bureau of the Census and of the Office of Education that supply the encouraging evidence of progress also contain measures that bring into sharp focus the obstacles that still impede the development of the region. Three sets of measures illustrate, for example, the nature of the problems involved in raising the level of educational attainment of the region's people and in increasing their productivity. First, within the region (Virginia excluded), 9.5 percent of the adults had completed fewer than five years of school.²⁰ The percentage for the nation was 5.5 and would have been lower if the southeastern states had been excluded from the total count. Second, in eight of the states the percentage of draftees who failed to meet the mental requirements for induction into the armed services was higher than the national average of 5.7 percent.²¹ In fact, in four of the states the percentages were more than double the national average (see Figure 2), and that measure would be lower if the southeastern states had not been included in the total. Third, the first summary report of the project designated National Assessment of Educational Progress contains data which show that the Southeast (includes more than nine states) "is the only region in which educational achievement of 17-year-olds lags behind the national level in all subjects."²² Although the educational level of the population has risen, a significant portion of the region's people remain ill-equipped to cope with the complications of daily life, much less to function as a productive member of the community.

FIGURE 2

**PERCENT OF DRAFTEES WHO FAILED TO
MEET THE MENTAL REQUIREMENTS, 1970**



Source: U.S. National Center for Educational Statistics, *Digest of Educational Statistics: 1972*
(Washington: U.S. Government Printing Office, 1973), p. 18.

In the more recent decades, the states in the region have allocated significant percentages of their available funds to support their public schools and institutions of higher education, but the results of their efforts have fallen short of national accomplishments. In 1971-72, in four of the states, current expenditures for public schools represented a higher percentage of personal income than was true for the nation as a whole, but in no one of these states did the current expenditure per pupil equal the national expenditure per pupil.²³ By 1973-74, in eight of the nine states, state operational appropriations for higher education, expressed as a percent of tax revenues, exceeded the percentage for the nation as a whole and the rate of increase in that appropriation was greater in each state than for the nation.²⁴ In spite of the extra effort, the "general quality of graduate education at southern institutions is judged to average below national standards and provision of occupational education is frequently inadequate."²⁵

Their limited education and their lack of skills contribute to the low income received by so many of the region's people. Of all of the regions, the Southeast has the largest percentage of families with income below the low income level.²⁶ In addition, all projections show per capita income in the region continuing to lag behind that for the entire nation. Although upgrading the skills and capabilities of the people in the Southeast should bring some improvement in their earnings, appropriate employment opportunities have to be available if income levels are to be raised significantly. If these opportunities are to be provided, the region must attract more of the industries and research activities that require highly skilled workers, technicians, and professional personnel.²⁷ The extent to which the region is able to achieve this objective may well determine its ability to solve many of its other problems and shed completely the handicaps of earlier decades.

As the 1970s began, an optimist viewing the Southeast with the rosiest of glasses would have had to admit to the relative nature of its progress and to the continued existence of serious problems in the region. At the same time, the gloomiest pessimist would have had to agree that abundant signs of change and progress can be identified in the Southeast. The advances made by the region demonstrate that patterns of underdevelopment can be modified and provide encouragement that ultimately even the most firmly fixed of those patterns can be altered.

The number of agencies and organizations focusing all or part of their activities on specific aspects of growth in the region supports the belief that the states and hence the region will find ways to manage the obstacles to development and will be able to accelerate progress in the Southeast. Many agencies of state government are not only stressing activities to stimulate growth but are also carrying out research and development programs in subject or functional areas of specific concern to the state.

For example, a listing of R&D expenditures of state agencies for fiscal 1973 reveals that Florida ranked fourth among the fifty states in total expenditures while Mississippi held the fortieth position, with the other seven southeastern states ranking in between the two.²⁸ The southeastern states, like others in the nation, concentrated their research on education, natural resources, health, and transportation and communication. The R&D expenditures of state governments in the region were not large in dollar volume, but they reveal a commitment to solve the problems that retard the growth of the respective states.

A number of regional agencies and organizations are also working systematically to remove, or at least to lessen, the influence of factors that handicap the region and restrict its development. The activities of the five regional agencies and organizations identified in the following paragraphs possess specific relevance for libraries in the Southeast.

The Tennessee Valley Authority (TVA), ranks first among the agencies whose activities are focused specifically on problems of the region. An independent government corporation, the TVA was created by Congress to study the Tennessee drainage basin and adjacent territory and plan and carry out programs with reference to flood control, navigation, and electric power generation. In conjunction with these programs, the Authority was charged with seeking resource utilization and improvement of living conditions for people in the valley. In carrying out its mission, the TVA has pioneered in the formulation of concepts and techniques of regional planning. The TVA is involved in land-use planning, conservation, resource development, recreation, adult education, and related activities.

Two of the five regional organizations are concerned with educational programs and facilities. Formed in 1895, the Southern Association of Colleges and Schools has worked longer than the other four agencies. Through its definition of standards and its process of accreditation based on the application of those standards, it endeavors to strengthen the quality of education in the region. The Southern Regional Education Board (SREB), created in 1948 by interstate compact, "conducts cooperative programs, helping states to accomplish together what they could not accomplish alone" in relation to higher education.²⁹ SREB carries out research, provides consultative services to the member states, and disseminates information with the immediate objective of improving technical, professional, and graduate education in the region.

The Southern Regional Council (SRC) was founded in 1918 by business and professional leaders who were interested in improving race relations in the South. Through research projects and special programs, the Council works to improve economic, racial, civic, and other conditions in the South. Its emphasis is placed on the human resources of the region and on the attainment of equal opportunity for all the region's people.

The Southern Growth Policies Board (SGPB), the youngest of the five regional organizations, was established as a result of the interest of southern governors in cooperative interstate planning. The Southern Governors' Conference voted to sponsor the Board, and during 1971-72 the governors of thirteen states accepted the Southern Growth Policies membership agreement. "The Board functions as a regional forum and as a study-recommendatory agency on plans, policies, and procedures aimed at managing growth problems."³⁰ It was responsible for the creation of the Commission on the Future of the South, which has produced a statement of regional objectives for the southern states.³¹ These objectives are to be reviewed periodically.

In the formulation and implementation of their programs and in their monitoring of growth and change in the Southeast, these five regional agencies work closely with state and substate agencies and organizations. This working partnership of the regional and state agencies provides a powerful union of forces committed to the development of the region—a union that promises that resources will not be squandered, that duplication of time-consuming searches for solutions to problems will be avoided, and that the most capable leadership available will take action to direct and maintain a steady rate of progress.

The 1970s have brought to the region, as to the other parts of the nation, a depressed economy that has curtailed activity in business, industry, government, education, and other sectors of life, as well as limiting the activities of individuals. At this time, even the experts hesitate to predict the long-term impact of a recession/depression, particularly when viewed, as it must be, in relation to an energy crisis and problems of the environment. Within the Southeast, the present progress could easily be halted. It is also possible that the economic "downturn" will motivate a reassessment of priorities, increased cooperation among the states, and even more thoughtful planning for the future. As a result, although the rate may be slowed, progress itself can probably be sustained in the nine states.

The growth, the change, and the problems briefly identified in the preceding pages hold important implications for librarians in terms of the services they provide and the collections they develop. Obviously, the addition of people of foreign origin introduces a new dimension to the needs that libraries must serve. Changes in the level of education of the population also affect both library collections and services. The increase in academic and other research extends the responsibilities of academic, public, and special libraries. Greater citizen participation in government calls for better-informed citizens, and where but to libraries should the concerned citizen go first for information? The illiterate or semiliterate segment of the region's population requires assistance, and libraries need to provide appropriate materials and participate in programs planned to teach these people to read. Libraries also have an obligation to supply

materials that will open doors for the region's economically and culturally disadvantaged people. Urbanization requires a different delivery system for library services, in addition to affecting the kinds of services and materials that should be supplied. Shifts in the economic structure and expansion of the programs and services of government create demands for different kinds of materials and information services. The information resources—the printed and the nonprint materials—housed in all types of libraries can make a vitally important contribution to the search for solutions to the region's problems and to the individual problems of the region's people. If librarians maintain a close working relationship with the agencies and organizations engaged in this search, they can ensure appropriate utilization of the region's library resources. Awareness of the kinds of change outlined above enables librarians to relate library programs more effectively to the needs of the region and to increase, thereby, the contribution that libraries make to regional advances.

Libraries themselves have shared in the growth and change that has characterized the southeastern region in recent decades. The status of library resources and services in this region is considered in detail in subsequent chapters.

II

LEADERSHIP FOR LIBRARY DEVELOPMENT

This chapter presents survey findings concerning state library agencies, state school library supervisors, library associations, departments and schools of library science, and library/media supervisors of local school systems. These are the agencies and organizations that plan for and stimulate the growth of libraries and conduct programs that affect that growth. Each of them supplies a different type of leadership. Officially, the state library agencies and the state school library supervisors possess developmental responsibilities that are statewide in scope; each, however, concentrates its activities on a specific type of library. As voluntary organizations, library associations define their own leadership roles. The definitions of this role vary, even within an individual association, with its current officials usually determining the interpretation that is followed. Potentially, at least, the associations unite different types of librarians in action programs addressed to specific problems. Through instruction and research, schools and departments of library science contribute significant support for the planning and development of library services. The responsibilities of the library/media supervisors of local school systems include the planning and development of library/media services in all schools in a system; their activities are restricted, however, to a small geographic area. These five agencies and organizations through the fulfillment of their leadership role provide the foundation for cooperative planning for the expansion of library resources and services.

A brief discussion of the library functions of state government precedes the descriptions of the leadership agencies and organizations.

A. THE RESPONSIBILITIES OF THE STATES FOR LIBRARY SERVICES

For purposes of this survey, the commonly recognized functions of the states where library services and library-related activities are concerned have been grouped into four categories. These categories bring together those responsibilities that share similar characteristics, ignoring for the moment the agencies charged with their execution. The following paragraphs define and describe the four categories.

The states commonly accept the responsibility for maintaining collections and providing services related to the use of those collections. Table 1 presents a

TABLE 1

TYPES OF COLLECTIONS MAINTAINED BY STATE GOVERNMENT, CONTENT OF COLLECTION, AND PURPOSE

Type of Collection	Content Emphasis	Purpose
<i>General Collection</i>		
1. General (state) library	Reference and general material	Supplement local collections; serve state employees
<i>Special Materials</i>		
2. History	Publications about the state	Preserve for officials, citizens, and researchers the manuscript materials and secondary publications relating to the state and its people
3. Archives	Official records of state	Preserve records for official use and for research
4. Public records (Records management)	Recent official records of the state	Ensure retention of appropriate contemporary records and ultimate transfer of same to archives
<i>Special Users</i>		
5. Law and supreme court libraries	Legal materials	Serve members of supreme court and other courts and lawyers in the state
6. Legislative reference	Materials treating topics of current and continuing concern to the state	Serve members of the legislature and staffs of legislative committees

thumbnail sketch of each of the collections, describing the type of materials it contains and the purpose it is intended to serve. These collections relate primarily to the needs of state officials and reflect the activities of state government. They are, with only a few limitations, available to all legitimate users.

The states commonly accept responsibility for promoting the development of library service and for providing consultative services and technical assistance to existing libraries. Promotional and leadership activities of the states include overall planning at the state level, formulation and adoption of standards, monitoring of the progress of library development, and motivation and stimulation of the planning and development of libraries at the local level. Consultative services encompass virtually every aspect of library operation and management. Consultants advise local librarians on personnel management, program planning, collection development, and many other matters. The states have made these various services available in support of both public and school library development for many years. In recent years, some of the states have begun to display concern about library service in state-supported institutions of higher education. This concern has been demonstrated by state level efforts to foster cooperation among the academic librarians, for example.

The states commonly accept the responsibility for providing financial support (state aid) for libraries in order to equalize library services within the states. State grants-in-aid supporting public and, less frequently, school libraries have been made available as supplements to local funds and are allocated on the basis of carefully developed regulations.

The states are responsible for the enactment of laws that provide the legal structure for the development and operation of libraries. These laws concern the libraries and library agencies maintained by the states themselves. They cover the appropriation and administration of state-aid funds. They deal with the establishment and financing of public libraries. They make provision for larger units of public library service and for contracts between libraries of various types and for contracts that cross state lines. Some of the laws relate to school libraries. Librarians themselves are the subject of legislation.

The various responsibilities of the states concerning libraries and library-related agencies are exercised by two types of agencies—those charged with providing developmental and consultative services and those that maintain collections. The two overlap in some cases. The state public library agency and the office of the state school library supervisor are the only agencies that are charged with any significant responsibility for providing developmental and consultative services. The state public library agency also administers state aid for public libraries. In those states where state aid is provided for school libraries, the state school library supervisor participates in its administration although her responsibilities are in no way comparable to those of the state public library agency.

To a limited extent, the state commissions on higher education have assumed some leadership and developmental functions in relation to libraries in the academic institutions. The commissions sometimes give a staff member the responsibility for working with these libraries, particularly those in community colleges. More frequently, they establish a committee or council of academic librarians and charge it with some planning functions. Also, archival and records management agencies may exercise some leadership functions and provide some consultative services for county and local governments.

Several different agencies carry out the states' responsibilities for the development and maintenance of the six types of collections listed in Table 1. The state library is administered by the state library agency in the nine states. The historical, archival, and public records collections may be combined in one or two agencies or they may function independently. Law and supreme court libraries traditionally are creatures of the state's highest court. The legislative reference collection is usually maintained by a legislative reference agency or by the state library.

The enactment of laws defining the legal framework for the development of library service and the operation of libraries and library-related agencies, obviously, is the responsibility of the state's legislative body. Librarians, usually through their state library associations, work closely with members of the legislative body to secure the introduction and enactment of desirable new legislation and, when need be, the amendment of existing laws.

In order to provide background for the report of the survey findings concerning the status of state-level library and library-related functions, the administrative agencies charged with their exercise are identified in Table 2. In those cases where the library agency is a unit of a department of state government, the department is given first and the library unit is subordinated under that listing. Names of the agencies and offices are recorded as they were reported on the survey returns and may vary, therefore, from the official titles. Although information on the records management programs was not collected for the survey and such programs will not be discussed, agencies responsible for this activity are identified in the table.

The table reveals that significant differences exist in the placement of library agencies in the structure of state government and in the number of agencies administering library activities. Some states have as few as four, some as many as six. A high degree of financial and administrative support for the library agencies contributes more to their effectiveness, however, than does their position in the governmental structure. Organizational patterns have to be based on conditions in individual states. Unlike a model interstate compact which can be adopted with little, if any, alteration by any state, a model administrative structure for carrying out state-level library responsibilities would require extensive adaptation by each state.

TABLE 2
STATE AGENCIES RESPONSIBLE FOR LIBRARY
AND LIBRARY-RELATED FUNCTIONS

Alabama

Public Library Service
State Department of Education
 School Library/Media Consultant
Archives and History Department
Legislative Reference Service
Supreme Court
 Supreme Court Library
Department of Finance
 Records Management

Florida

Secretary of State
 State Library
 Division of Archives and Records
 Management
State Department of Education
 Administrator, Educational Media
Supreme Court
 Supreme Court Library
Legislative Reference Bureau

Georgia

State Department of Education
 Division of Public Library Services
 School Library Services Unit
Secretary of State
 Department of Archives and History
Supreme Court
 State [Law] Library

Kentucky

Department of Libraries
State Department of Education
 School Media Supervisor
Department of Finance
 Division of Archives and Records
 Management
Historical Society
Supreme Court
 Law Library
Legislative Research Commission

Mississippi

Library Commission
State Department of Education
 Library Consultant
Department of Archives and History
State [Law] Library and Legislative
 Reference Bureau

North Carolina

Department of Cultural Resources
 Division of State Library
 Division of Archives and History
State Department of Education
 State School Library Supervisor
Supreme Court
 Supreme Court Library

South Carolina

State Library
State Department of Education
 Elementary School Library
 Supervisor
 High School Library Supervisor
Department of Archives and History
Supreme Court
 Supreme Court Library
Division of General Services
 Records Management

Tennessee

State Department of Education
 Tennessee State Library and Archives
 Administrative Assistant [School
 Libraries]
Supreme Court
 Law Libraries

Virginia

State Library
State Department of Education
 Supervisor, School Libraries and
 Textbooks
Supreme Court
 Law Library
Division of Legislative Services

Whatever their administrative structure, the agencies covered in Table 2 provide the basic strength and leadership for library development in the respective states. They maintain a high level of continuity and stability; they possess the responsibility and the authority; they have the necessary knowledge concerning the state; and they have the professional staff required to give positive direction to the continued growth of library services.

Because of the number and diversity of the agencies charged with administering library functions, the librarians in each state should consider seriously the desirability of establishing a legally constituted state library council composed of representatives from each state agency. This council should be charged with seeking improved communication and cooperation between the various state library agencies and with exploring possibilities for increased sharing of resources and services by all libraries that receive state funds.

B. THE STATE LIBRARY AGENCIES

The state library agencies are legally responsible for providing leadership for public library development and for extending consultative services to public librarians and to government officials in matters relating to public library service. In some of the states, the legislation governing the agency also assigns to it responsibilities concerning the provision of library service to the institutional population of the state, to the blind and the visually handicapped, and to other special categories of people. In addition to providing leadership for the development of library services, each of the agencies maintains a central library collection.

Four of the state library agencies also carry out related functions. The responsibilities of the agency in Tennessee include legislative reference as well as archives and records management. In Virginia, the functions of the State Library encompass both archives and records management; and in North Carolina and South Carolina, the agencies are charged with the provision of legislative reference. In 1971-72, the responsibilities of the remaining five state library agencies were limited to leadership and development functions in library areas and to the maintenance of a central collection. That number was reduced to four in 1974, however, when the Kentucky legislature enacted a measure that combined the Division of Archives and Records and the Department of Libraries into one agency, which was designated the Department of Library and Archives.

Administratively, the library agency is an independent entity in the structure of state government in Alabama, Kentucky, Mississippi, South Carolina, and Virginia. In the other four states, the library agency is operated as a unit of a department of state government. In Georgia and Tennessee, the library agency has long been a part of the Department of Education, and in Florida, it functions as a division of the Department of State. In 1971 the library agency in North Carolina, formerly independent,

was made a division of the Department of Art, Culture and History.

Seven of the nine state agencies have library boards. Four of them are governing or executive boards and three are advisory. In each of the states with such boards, the governor appoints the members. The laws in four of the states contain specific directions concerning the selection of board members. The number of members on the boards ranges from five to nine. In most of the states, the members serve a five-year term. None of the state agencies reported any members serving after the expiration of their terms owing to the failure of a governor to appoint a successor.

In Alabama, Mississippi, South Carolina, and Virginia the executive or advisory board selects the director of the state library agency. In Florida, Georgia, North Carolina, and Tennessee the director is chosen by the head of the department of state government that administers the state library agency. In Kentucky the governor selects the director. In only three of the six states for which copies of the relevant legislation were available do the laws define the qualifications that the director of the library agency must possess. In no case are the requirements exacting. In one state the law specifies graduation from an accredited library school. According to the legislation in two states administrative experience is required, but two and three years, respectively, will qualify persons seeking consideration.

Finances

Because of the variations noted previously in the nature of their responsibilities, financial measures of the agencies are not truly comparable. Instead of using the data in the following paragraphs to compare the finances of one agency with those of other agencies, the data should be viewed in terms of the activities and programs the funds support within an individual state and of the combined contribution they provide to library development in the region.

In reporting their income, all the agencies except the one in Alabama indicated that it was higher than it had been for the previous year. According to their returns, the income of the nine agencies amounted to \$11,150,515 in 1971-72.¹ Of that total, \$7,595,929 (68 percent) came from general state funds, federal funds provided \$2,208,131 (20 percent), state aid supplied \$621,540 (6 percent), fees and contracts produced \$491,552 (4 percent), and miscellaneous other sources accounted for the remaining \$233,363. Only two of the agencies reported income from fees and contracts, and in both cases it came from processing or cataloging centers. The library agencies were asked to report as income only those state-aid funds and federal funds that were spent in administering the grants from these sources to local libraries plus any of these funds that were expended on the operations of the state library itself. Five of the agencies supplied data on income used for the administration of state aid, and all of them recorded such information for federal aid.

The library agencies recorded operating expenditures of \$8,252,011 (see Table 3), a figure lower than their reported income. Their returns contained no explanation of this difference. The figures for the agency in Virginia include expenditures for its Archives Division, and those for the agency in Kentucky cover salaries for the staffs of the sixteen regional libraries and, therefore, represent funding for more programs than is the case with the other agencies. As Table 3 reveals, three of the states did not supply disbursements for either binding or nonprint materials. In at least one of those states, the figure for printed materials included binding costs and purchase of nonprint media. The regional expenditure for the latter two categories are, therefore, probably slightly higher than those recorded in Table 3 and for the first two categories, slightly lower. The largest percentage, 59 percent, of the expenditures of the state library agencies was devoted to salaries and wages; 17 percent to the acquisition of printed materials; and 13 percent to the "others" category. The remaining categories comprised only a small portion of the expenditures of the agencies. In addition to their operating expenses, three of the state agencies noted capital outlay encumbrances and expenditures as follows: Florida, \$8,832,072; Kentucky, \$165,893; and Virginia, \$1,065,000.

Although each of the states appropriates funds for state aid for local public library service, the amount varies considerably (see Table 4). One state, Georgia, reported 37 percent of the \$12,272,440 allocated for state aid for public libraries, and the amounts recorded by Georgia, North Carolina, and Tennessee constituted 76 percent of the total figure. Within the individual states, state aid expressed on a per capita basis ranged from 3 cents to 99 cents per capita.

Available official documents show that, in some states, the law providing for state aid specifies the basic formula governing its distribution. In other states, the law merely specifies the method by which the formula is to be prepared. Of the states for which information is available, Virginia is the only one whose law designates a portion of the state-aid appropriation for the administration of those funds.

In most states, state-aid allocations are made for several different purposes. Of the total amount of state aid reported for the region, approximately 41 percent was designated for salaries or salary supplements for local library personnel. Forty percent was utilized for the purchase of materials for local libraries, and 7 percent was allocated for operating expenses of local libraries. "Other" purposes accounted for 10 percent of the total amount and needs a brief explanation. In 1971 the Georgia legislature enacted a law providing state aid for public library construction and then, in the same session, appropriated the necessary funds to implement the act. The \$1,171,200 reported for Georgia in the "other" column is the amount used for the construction of public library buildings during the period covered. Only two agencies recorded expenditures for the ad-

TABLE 3
EXPENDITURES OF STATE LIBRARY AGENCIES BY PURPOSE AND BY STATE AND REGION

State	Salaries	Printed Materials	Binding	Nonprint Materials	Supplies & Equipment	Travel	Other	Total
Ala.	\$ 229,995	\$ 56,371	\$ 1,000	\$ 1,932	\$ 6,744	\$ 9,000	\$ 72,779	\$ 377,821
Fla.	408,169	64,650			64,045	22,192	55,470	614,526
Ga.	421,513	71,283	329	29,620	14,683	12,043	333,971	883,442
Ky.	1,011,050	704,813	550	180,815	54,534	38,440	152,672	2,142,874
Miss. ^a	674,585	150,000 ^b			59,941	13,183	146,937	1,044,646
N.C. ^a	781,661	115,776	10,823	90,545	40,187	17,760	154,499	1,211,251
S.C.	246,205	59,402			1,000	4,950	75,572	387,129
Tenn.	262,073	23,115	17,897	2,731	14,597	7,988	36,834	365,235
Va.	820,521	170,036	8,998	94,518	79,011	20,974	31,029	1,225,087
Region	<u>\$4,855,772</u>	<u>\$1,415,446</u>	<u>\$39,597</u>	<u>\$400,161</u>	<u>\$334,742</u>	<u>\$146,530</u>	<u>\$1,059,763</u>	<u>\$8,252,011</u>

^a1973-74 data.

^bIncludes binding and nonprint materials.

TABLE 4

DISTRIBUTION OF STATE-AID FUNDS BY STATE LIBRARY AGENCIES BY PURPOSE AND BY STATE AND REGION

State	Administration of State Aid	Local Salaries	Local Materials	Local Equipment	Operating Expenses	Other	Total
Alabama			\$ 111,000				\$ 111,000
Florida					\$500,000		500,000
Georgia		\$2,097,685	1,264,861			\$1,171,200 ^a	4,533,746
Kentucky		122,500	122,500				245,000
Mississippi ^b		835,594		\$ 31,064	55,037	48,799	970,494
North Carolina ^b	\$129,339	946,562	1,946,650	45,346	35,798		3,103,695
South Carolina		188,997	291,099	17,113	16,297		513,506
Tennessee		770,603	701,109	6,566	216,721		1,694,999
Virginia	73,262	31,425	461,025	5,917	28,371		600,000
Region	<u>\$202,601</u>	<u>\$4,993,366</u>	<u>\$4,898,244</u>	<u>\$106,006</u>	<u>\$852,224</u>	<u>\$1,219,999</u>	<u>\$12,272,440</u>

^aPublic library construction and survey.^b1973-74 data.

ministration of state aid, although five had reported as income funds that were to be used for that purpose. The returns contained no explanation of these differences.

According to data supplied by the Library Services Program Officer, Region IV, the nine states received \$8,175,502 under Title I of the Library Services and Construction Act (LSCA), \$1,647,174 under Title II of that Act, and \$452,158 under Title III of the Act. Most of these funds were, of course, distributed to local libraries. In addition to grants received under LSCA, two agencies reported that they had administered or utilized funds awarded by the Appalachian Regional Commission (ARC). The ARC grants amounted to \$71,874. The nine state agencies thus were awarded a total of \$10,346,708 in federal funds, which were either allocated to local libraries or used by the state library agency itself.

In effect, the state library agencies administer two types of budgets. One type consists of the basic budget covering the internal operation of the library agency. The second type includes the budgets for state and federal aid. The combined expenditures from these different budgets show that the nine agencies were responsible for the disbursement of approximately \$31,000,000 during the fiscal year. State aid formed the largest portion of that total.

Staff

The state library agencies reported a total of 613 employees (FTE) of whom 207 (34 percent) were professionals according to the definitions used in the survey (see Tables 5 and 6). The figures for Kentucky include regional library employees and those for Virginia cover the staff of the Archives Division. In both states, these staff members are officially em-

TABLE 5
EMPLOYEES OF STATE LIBRARY AGENCIES
BY STATE AND REGION

State	Number of Employees
Alabama	26
Florida	49
Georgia	57
Kentucky	123
Mississippi	76
North Carolina	90
South Carolina	34
Tennessee	38
Virginia	<u>120</u>
Region	<u>613</u>

TABLE 6
EMPLOYEES OF STATE LIBRARY AGENCIES BY POSITION

Type of Position	Number of Employees
Director	9
Associate or assistant director	7
Department or division head	40
Professional librarian, consultant	34
Professional librarian, technical processes	26
Professional librarian, public services	36
Professional librarian, other areas	33
Other professional personnel	22
Library assistant	46
Library technical assistant	96
Clerical assistant	216
Others	<u>48</u>
Total	<u>613</u>

ployed by the state library agency and were appropriately included. Most of these individuals appear to have been recorded under the classifications for "professional librarian, other areas" and "other professional personnel." The largest number, 56, of the professional staff members of the state library agencies held administrative positions. Thirty-six of the employees worked in the public services area; 34 were consultants; 26 were assigned to technical processes; and 33 were identified as professional librarians in other areas. Of the 22 professional staff members who were not librarians, 18 were reported by the agency in Virginia.

The state library agencies employed 142 library assistants and library technical assistants. These paraprofessional or subprofessional staff members accounted for 24 percent of the total personnel of the agencies. The nonprofessional staff members totaled 264, or 43 percent, of all employees.

In supplying salary data, the agencies were asked to report employees on the basis of their own definitions of professional and nonprofessional positions and to exclude in the nonprofessional classifications any part-time employees who were paid on an hourly basis. The number of professional and nonprofessional employees reported here differs slightly from that reported by position, but the total number of employees is not significantly lower.

Eight percent of the professional employees of the state library agencies received salaries above \$16,000 (see Table 7). Over half of the professional staff members earned less than \$12,000; when the average beginning salary for all library school graduates in the nation was \$9,248,² 18 percent earned less than \$9,000. The minimum beginning salary for the holder of an MLS

TABLE 7
PROFESSIONAL EMPLOYEES
OF STATE LIBRARY AGENCIES BY SALARY RANGE

Salary Range	Number of Employees
Less than \$5,000	
\$5,000-\$6,999	
\$7,000-\$8,999	40
\$9,000-\$11,999	94
\$12,000-\$15,999	61
\$16,000-\$19,999	12
\$20,000-\$24,000	3
Over \$24,000	2

degree reported by the library agencies ranged from \$7,440 to \$9,096, with the average for the nine agencies being \$8,254.

The salaries of 91 percent of the nonprofessional employees were clustered in the ranges covering \$3,000-\$8,600. Four staff members earned less than \$3,000; 138 received between \$3,000 and \$5,100; 142 earned \$5,101-\$6,600; 79 received \$6,601-\$8,600; 24 earned \$8,601-\$11,000; and 4 received over \$11,000.

The state library agencies reported a total of fourteen professional vacancies as of June 30, 1973. At this same time, twenty-five nonprofessional vacancies were recorded. Of the fourteen new positions the agencies expected to have approved, four were professional and ten nonprofessional.

Employees of each of the state library agencies are covered by a retirement system in addition to social security, and six of the agencies have tenure or merit system protection for all full-time employees other than the director. All nine agencies require new professional staff members to serve a probationary period, and eight of them maintain a performance-review system and an established grievance procedure. Four of the state agencies conduct orientation programs for new employees. All the agencies have adopted policies concerning sick leave; seven have established regulations governing attendance at professional meetings; and six have defined policies concerning educational leaves.

In three of the state library agencies department heads meet on a regular schedule, and in the other six agencies they meet several times a year. Employees of three of the agencies have formed a staff association, but none of the agencies reported that staff members belong to a union.

Collections

Collections of printed material maintained by the state library agencies (eight reporting) included 3,093,888 volumes of books and bound periodi-

cal. Additions to these collections during the year had numbered 252,936 volumes. In seven of the eight states the number of volumes added was lower than it had been the previous year. Some of the state agencies included in the figures they reported the number of volumes made available to local libraries as deposit or loan collections. These data do not, therefore, provide realistic measures of the collections that are the state libraries. Among other information, the agencies were asked to supply data on the distribution of their collections as to fiction and nonfiction. Their answers to that question (see Table 8) provide more accurate figures on the size of the state library collections as well as suggesting something about the character of the collections. According to these data, the collections vary in size from 74,642 volumes to 510,000 volumes. In four of the agencies over 90 percent of the volumes in their respective collections were classified as nonfiction.

The library agencies noted a total of 6,651 periodical subscriptions. That figure includes duplicates. Three states—Tennessee, Virginia, and Mississippi—received 50 percent of the subscriptions. The smallest number of subscriptions received by an agency was 53, the largest 1,140.

In six of the states the library agencies are designated depositories for federal documents. The number of titles in their respective collections ranged from 24,706 titles to 220,000 titles. Nondepository state library agencies did not report any figures for documents collections.

All but one of the state agencies reported microfilm holdings. Their collections vary considerably in size. Three of the agencies own 74 percent of the 77,605 reels held by the library agencies. The largest collection, 24,902 reels, accounted for 30 percent of the total. Microfiche and other microforms are not found in sizable quantities in the collections of the state

TABLE 8

NONFICTION AND FICTION VOLUMES IN THE COLLECTIONS
OF STATE LIBRARY AGENCIES BY STATE AND REGION

State	Nonfiction Volumes		Fiction Volumes	
	Number	Percent	Number	Percent
Alabama				
Florida	90,045	58	65,045	42
Georgia	129,472	59	88,186	41
Kentucky	70,167	94	4,475	6
Mississippi	211,995	63	123,068	37
North Carolina	181,072	98	2,900	2
South Carolina	94,630	97	3,380	3
Tennessee				
Virginia	503,500	99	6,500	1
Region	<u>1,280,881</u>	81	<u>293,554</u>	19

agencies. The four states that noted such holdings reported a total of 18,662 items in these formats.

Audiovisual materials have not been added to the resources of the state library agencies in either great variety or large numbers. The agencies noted ownership of motion picture films more often than any other type of nonprint media. In fact, films were included in the holdings of eight of the agencies, but two of them had fewer than ten films each. The agencies reported a total of 7,574 films in their collection, 1,076 of which had been added that year. Five of the library agencies owned filmstrips, but one had fewer than ten. The five agencies held a total of 8,287 filmstrips, of which 2,802 had been acquired during the year. Three of the agencies noted the presence of a collection of recordings, and three indicated that they maintained a collection of paintings and prints.

Services and Activities

According to their returns, the agencies borrowed 4,824 items on interlibrary loan. Six of the agencies listed the three libraries from which they borrowed most frequently. Usually, the list of the lending libraries was composed of the state university library, a public library located in the same city as the agency, and another academic library. Only three of the libraries cited were not located in the same state as the borrowing agency. The agencies lent 211,803 items on interlibrary loan and supplied 89,324 photocopies in lieu of lending. The large number of items lent coupled with the fact that all of the major borrowers were public libraries suggests that some of the loans may well have been small deposit collections. Each of the state library agencies acts as an interlibrary loan center and, in effect, heads an interlibrary loan network in the state. The interlibrary loan programs have been expanded and strengthened with funds provided under Title III of LSCA. Survey returns from the public libraries in the region contain impressive documentation of the importance of the state agencies' interlibrary loan operations to the public libraries.

Closely related to their interlibrary loan programs, the agencies indicated that they provide centralized reference services for the public libraries in their respective states, and, to a lesser extent, for other types of libraries. Five of the agencies reported that they offer centralized acquisitions and processing services, and six of them said they provide centralized cataloging. These latter services are available primarily to public libraries although some of them are extended to school libraries and to libraries maintained by departments of state government.

Materials in the state library collections may be checked out by state government personnel in eight of the state library agencies, and direct loans are made by five agencies to individuals without access to public libraries. Three of the agencies will check out materials to college students and three will circulate materials to local residents. With those exceptions, few of the

agencies will allow individuals direct borrowing privileges. They all will lend material to or through local public libraries. Six of the agencies will also supply deposit collections to public libraries and to correctional institutions. One agency noted that it provided deposit collections to community colleges. Although no state agency reported that it supplied deposit collections to schools, seventy-six of the schools indicated that they received such collections from the state library agency.

The reference and bibliographical services of the state library agencies appear to be available to most categories of individuals. Of the nine groups of people listed on the survey form, four would be given assistance by each of the eight agencies that answered the question. In addition to state government personnel, those categories included public, special, and academic librarians making the request for one of their patrons. Five of the agencies would answer a request presented by a resident of the city in which the agency is located, by an individual lacking access to a public library, and by the librarian of either a public or private school who was requesting the service for a school pupil. An individual who had access to public library service but who came direct to the state library agency would be helped by four of the agencies.

The blind and visually handicapped constitute a special category of users served by the state library agency. Alabama, Florida, and Virginia contract with another agency for the provision of such service. In the remaining six states, seventy-seven staff members (FTE) worked with programs for the blind and the visually handicapped. During the period covered by the survey, as part of these programs, 273 books were produced in formats suitable for use by the visually handicapped. The reporting agencies owned 406,163 books and periodicals in braille and other appropriate formats. Circulation of these materials totaled 843,209.

Bookmobiles do not figure significantly in the services and programs of state library agencies. The agency in Mississippi has four which are lent to local libraries. The agency in Kentucky owns 105, but they are operated locally.

State laws clearly assign to the state library agencies the responsibility for assisting local librarians and local officials in handling problems related to public library development. In order to determine how broad an interpretation the agencies have given to this charge, they were asked to check each of thirteen specific areas on which they regularly provided consultative services. All nine agencies replied that they extend such services in the following eight areas: use of federal funds, use of state funds, buildings, personnel, collection development, weeding, program development, and long-range planning. Eight of the agencies offer assistance in four of the areas: establishment of libraries, formation of regional libraries, reference services, and technical services. Six of them supply assistance in relation to bond issues.

Meetings with the administrators of all public libraries are held by six of the state library agencies. One agency, however, restricts the attendance at its meetings to administrators of libraries qualified to receive state aid.

Information regarding the timing and regularity of consultants' visits to local libraries does not reveal the existence of a consistent policy in the region. The agency in Virginia reported that every public library was visited annually, and the agencies in Florida and Kentucky said consultants attempted to visit local libraries at regular intervals. In Kentucky, the regional librarians carry out some of the functions of a consultant so, in effect, there is a consultant in each of the sixteen regions in that state. This fact produced the tremendous variation between the number of visits reported by the agency in Kentucky and those of the other states (see Table 9). Because the Kentucky data constitute almost 80 percent of the total, they distort the regional figure and have, therefore, been excluded from the following analysis. Out of a total of 1,450 visits made by the consultants (the data cover six agencies; 287 were made to the headquarters of regional libraries. Keeping in mind the number of regional libraries in the respective states, it appears that the regional libraries may have received an average of two visits a year, except in Tennessee where the average was higher. Excluding North Carolina and South Carolina, the county libraries seem to have received comparatively few visits, and, except in Alabama, the municipal libraries were visited an even smaller number of times. The "other" libraries visited were primarily institutional. The variation in the six states of the distribution of the visits by types of libraries suggests the different patterns and levels of public library development that presently exist in those states.

TABLE 9

VISITS MADE BY CONSULTANTS BY TYPE OF LIBRARY VISITED
AND BY STATE AND REGION

State	Regional Headquarters	County Library	Municipal Library	Other	Total
Alabama	9	84	222	37	352
Florida	22	59	11	28	120
Georgia	112	17	3	8	140
Kentucky	476	3,928	6	188	4,598
Mississippi					
North Carolina ^a	35	131	25	49	240
South Carolina	29	298	2	129	458
Tennessee	80	36	24		140
Virginia ^b					
Region	<u>763</u>	<u>4,553</u>	<u>293</u>	<u>439</u>	<u>6,048</u>

^a 1973-74 data.

^b Every public and institutional library visited at least once.

Consultants are given responsibility for specific portions of the state by six of the library agencies, and in seven of the agencies, consultants specialize in types of services or of materials. In view of the fact that the agencies identified only thirty-four staff members as consultants, the number of specialists cannot be very large. Apparently some of the individuals counted in the returns under "professional librarian, other areas" also serve as consultants. Seven of the agencies indicated that staff members other than the consultants also visited libraries and provided assistance in the handling of local problems.

During the fiscal year, the state library agencies conducted seventy-seven workshops, institutes, and similar programs.³ If a workshop was repeated in several locations it was counted only once in that total, but the participants from all sessions were included in the total number of individuals attending the programs. The agency in Kentucky, with thirty-five workshops, accounted for almost half of the total. The programs in Kentucky appear to have been in-service training sessions. The subjects of the seventy-seven workshops varied to such an extent that analysis of the topics did not appear to be productive. There were 3,925 participants in the workshops.

Eight of the agencies reported that they had funded or conducted at least one demonstration during the previous five years. In Alabama, Kentucky, Mississippi, South Carolina, and Virginia the demonstrations concerned the provision of countywide or regionwide library service. In Florida the agency conducted a demonstration of library service to migrants; in Tennessee the demonstrations dealt with service to the disadvantaged; and in Georgia the program involved the use of paperback books.

Newsletters or journals are published by seven of the agencies. The agencies indicated that their newsletters were sent to 7,262 individuals. Of that number, 6,461 were residents of the state in which the newsletter was published. Although the mailing lists themselves would have to be checked to determine whether the names of key people appear, the figures suggest that the lists are large enough to contain both the librarians and the lay people who should be included.

All the agencies except the one in Tennessee publish an annual or biennial report. Distribution of these reports is limited. According to the returns, no public libraries in two states are sent copies; no academic libraries receive copies in two states; and no newspapers are given copies in two states. The states vary in each case. In addition to the annual or biennial report, five of the agencies are required to submit specific reports, usually the budget request and justification, to designated agencies.

Collection by the library agencies of statistical data concerning library development has been largely limited to public and institutional libraries and to measures of the agency's own activities. Data on institutional libraries have been collected primarily as a result of Title IV of LSCA and are not

available prior to 1967 in the state agencies that currently collect these data. All nine of the agencies collect data on public libraries; six of them collect measures on institutional libraries; four of them, data on academic libraries; two, on special libraries; and one, on school libraries. Each of the agencies publishes a statistical report covering, at the least, public library development in the state.

Agencies in seven states indicated that standards for public libraries have been adopted. These standards are normally applied in determining the allocation of state-aid funds. Requirements for certification of librarians have been established in Georgia, Kentucky, North Carolina, South Carolina, Tennessee, and Virginia. In every case the state library agency is involved in the certification procedure. Eight of the states have enacted legislation authorizing interstate compacts or contracts for library service.

In addition to their participation in the Southeastern States Cooperative Library Survey, three of the agencies have recently funded or cooperated in sponsoring statewide studies of library development. The study for Virginia was released in 1968;⁴ for Florida in 1972;⁵ and for Alabama in 1973.⁶ In two other states, studies were conducted of individual library systems.

During the last five years consultants have been employed to provide assistance on specific problems by each of the state library agencies, and some have employed consultants on more than one occasion. Three of the agencies utilized consultants in relation to building programs, and consultants were involved in library surveys in four states. Although the circumstances varied, the other four instances where consultants were employed included planning and evaluation in some form.

Five agencies indicated that their catalogs or portions of their catalogs are available in some form other than cards. Microfilm copies exist in North Carolina and South Carolina, and book catalogs are available in Kentucky and Virginia. Book catalogs of special materials, usually films, have been produced in Kentucky, Mississippi, North Carolina, and Virginia. Although some of them supply copy for the National Union Catalog, only the agencies in Kentucky and North Carolina said they provided cards for a union catalog located in the region.

Equipment

Equipment for using microforms is available in most of the state library agencies. Seven of them have microfilm readers and six have reader-printers. Five have equipment for reading microfiche, three have microcard and microprint readers, and two have facilities for making microfilm. Photocopy machines are available in the quarters of eight of the agencies.

Equipment for using nonprint media is, likewise, available in some agen-

cies. Eight of the agencies have equipment for showing motion picture films and for audio tapes. Six are equipped to use recordings and slides, and five can use loop films.

Information about the physical quarters occupied by the state library agencies reveals that several of them are anticipating major changes. Alabama, Florida, Kentucky, and North Carolina reported definite plans for the construction of a new building or for a move to a building that they would use exclusively. By mid-1975 a state library building was under construction in Florida and ground had been broken for one in Alabama. In 1971-72 only two agencies had their own building. Two of them shared a building with library-related agencies, and five shared buildings with other departments. Only one of the nine agencies indicated that its present quarters were adequate. Shelving capacity of the structures occupied by the agencies at the time the survey was conducted ranged from 80,000 to 2,000,000 volumes.

The returns show that the agencies have yet to make extensive use of computers. Agencies in Florida, Georgia, South Carolina, and Virginia reported some current use, and North Carolina indicated plans for use on a widespread basis. The state library in Virginia was the only one of the nine that had established a data-processing division or unit, and its reported expenditures related to automation were the highest in the region.

WATS lines and teletype are commonly found in the state library agencies. Eight of them reported the use of the former and six said they used the latter.

Comparisons

Comparisons with the information presented in the 1946-47 report have to be limited for several reasons. A discussion of needed legislation and a detailed outline of the services that a state agency should perform consumed most of the space devoted to these agencies in the earlier report. Legislation was properly stressed in that it provides the essential foundation for the development of library service in a state. Because action has been taken to remedy the more glaring weaknesses, legislation has not been accorded like emphasis in the present report.

At the time of the original survey (1946-47) few of the state library agencies were in a position to offer more than minimum services; it was desirable, therefore, that the survey report describe in some detail the specific kinds of activities that should be funded by the states and conducted by the library agencies. Today, most of the state library agencies have ongoing programs in every area identified in 1946-47. Instead of focusing on standards formulated for state library agencies and on identification of current specifications of their responsibilities, emphasis has been placed in the present report on describing and, where possible, measuring what the agencies are doing. The fact that the emphasis of the 1972-74 survey could

be placed on active programs testifies to the progress made by the state library agencies during the twenty-five-year interval.

In addition to variations in emphasis, differences in terminology and in the ways in which the state agencies with library responsibilities have been grouped in the two surveys complicate comparison of their respective findings. These differences reflect the changes that have taken place in the organization of the state library agencies during the period. The authors of the 1946-47 report treated under the heading "state library agency" those agencies that were performing what were called, at that time, "library extension functions." These are the functions identified in the present report as leadership, developmental, and consultative responsibilities. In 1946-47 the authors presented a second group of agencies—and a second set of data—for state libraries. By 1971 a single agency in each state was charged with the responsibilities that had been assigned to two separate agencies in some of the states in 1947. Some of the state library agencies are at present officially titled "state library," but in some states the designation "state library" signifies the supreme court library or some other agency. In this report of the 1972-74 survey the official names of the agencies have been ignored and they have been grouped according to the functions they actually exercise. The term "state library agency" has been used to identify agencies charged with (1) the responsibility for providing leadership, developmental, and consultative services, and (2) with the maintenance of a general library collection. In no state in the region were these functions assigned to two separate agencies in 1971-72. It was not possible to obtain separate data pertaining to the income and expenditures and staffs supporting these two programs. The statistical tables contained in the reports of the two surveys are not, therefore, truly comparable.

The 1946-47 report presents a table giving the budgets for the state library agencies⁷ and another table listing the expenditures for the state libraries.⁸ In order to obtain comparable data the totals given in the second table for the state libraries in North Carolina, Tennessee, and Virginia were added to the totals of the budgets recorded in the first table. The resulting sum, \$418,305, provides a 1946-47 measure comparable to the total, \$8,252,011, reported for 1971-72. When the 1971-72 expenditures are converted to 1947 dollars the total becomes \$4,509,296, an amount slightly more than ten times as large as the 1946-47 figure of \$418,305. In an attempt to produce a more reliable comparison, data from the 1940 and 1970 censuses were used to calculate figures on the expenditure per capita for the state library agencies. After all the calculations, the final figures indicate that in 1946-47, the equivalent of 2 cents per capita was spent in support of the state library agencies; in 1971-72, the per capita expenditures had risen to 14 cents, or seven times the original amount. In spite of all the precautions, however, this comparison has weaknesses and should be accepted as suggestive rather than exact.

At the time of the original survey seven of the nine states had provided state aid for public library development. In 1971-72 such aid was available in all the states. The earlier survey reported that \$893,000 was provided in state aid in 1947-48;⁹ the total had reached \$12,272,440 in 1971-72. When the latter figure is adjusted (i.e., when data for the two states without state aid in 1947-48 are subtracted), converted into 1947 dollars, and then expressed as a per capita amount, the increase becomes less dramatic. In 1947-48 the seven states reported approximately five cents per capita in state aid; in 1971-72 the figure had reached twenty-three cents (in 1947 dollars) per capita. In discussing state-aid funds in the 1946-47 report the authors pointed out that "all agencies charged with administering state-aid funds incur administrative expenses for this function which should be provided for, apart from the normal budget."¹⁰ The present survey disclosed no evidence of change here, and because of the increase in the amount of state aid, the need for clearly identified funds to cover its administration is even greater now.

Using the tables reporting numbers of employees of the state library agencies¹¹ and of the state libraries¹² in 1946-47 to produce comparable data, it appears that in the eight states for which information was supplied there were 62 professional and 60 nonprofessional staff members. By 1972-74, in those eight states, the numbers had increased to 201 for professionals and 376 for nonprofessionals. The total number of employees in the eight states was five times greater and the proportion of professionals to nonprofessionals had declined sharply.

In terms of increased financial support, growth of staff and collections, and expansion of programs, the changes in the state library agencies during 1947-1972 are probably as great as those experienced by any category of libraries. The 1947 state library agencies helped to bring some of these changes into being.

Generalizations

Official names of the library agencies have been ignored in this chapter, and they have been referred to as state library agencies, library agencies, or agencies. As indicated previously, each of the nine agencies treated is charged with responsibilities for providing leadership, developmental, and consultative services for public libraries and with the maintenance of a library collection. In this section, in order to distinguish between the two categories of responsibilities, the agencies are referred to as state libraries as well as state library agencies. In the first part of this section, the generalizations relate to leadership, developmental, and consultative services, and the term state library agencies has been used. The second portion of the generalizations concerns collection maintenance and use, and the agencies are referred to as state libraries. The state library agencies and the state

libraries as the terms are used here refer merely to different functions, and usually different administrative units, of a single governmental agency.

Generalizations: State Library Agencies

The state library agencies have possessed an unusual degree of stability insofar as their position in state government is concerned and, with only a few exceptions, appear to have been remarkably free of political pressures. Changes in the directors of the agencies have been notably infrequent in at least six of the agencies during the twenty-five-year interval between surveys. That stability and continuity have helped to reduce the limitations that small budgets and small staffs have imposed on the agencies cannot be seriously questioned. Obviously, the agencies need to protect and maintain their standing as professional, nonpolitical units of state government. Based on a review of the legislation presently governing the agencies, the possible politicizing of the position of the director offers the most serious potential threat to the stability of the agencies. Currently, a number of them have no safeguards against the appointment of an inadequately qualified librarian to head the agency, much less protection against the appointment of a nonlibrarian.

In addition to the lack of specificity regarding the professional background and experience of the director of the agency, the duties and responsibilities of the agency's board and of its director are not clearly enumerated in the laws in a number of the states. In fact, the laws do not always contain a strong definition of the purpose of the agency. Despite these weaknesses, the laws appear to provide a satisfactory legal framework for the operation of the agencies.

Although some of the states have reprinted the laws establishing and regulating the state library agency and the laws relating to public libraries, an equal number apparently make a photocopy of the pertinent laws as a need arises. The Mississippi Library Commission has produced a pamphlet that contains not only the library laws but also related rulings and interpretations of the attorney general. Such a document gives trustees and librarians new to the state a convenient introduction to the legal characteristics of public library service and of the state library agency, and other states should give serious consideration to the preparation of such a compilation.

Although the emphasis varies somewhat from state to state, certain patterns of activity common to all state agencies emerge from the survey questionnaires. The decisive factor in recent years in determining the focus of their activity has been not the legal responsibilities assigned them by the legislative bodies of the states but the availability of federal aid. No single force has strengthened and shaped the work of the state library agency as has federal funds. Federal aid has been the factor that has made possible many of the recent activities of the agencies and the force that has motivated some.

Much of the work of the library agencies in recent years has centered around administration of both state and federal aid. That the agencies distribute from these two sources funds that are more than twice the size of their own administrative budgets provides some indication of the relative importance of this activity in their total work programs. The mere reviewing by state agency personnel of the documents that each individual library receiving federal and state grants is required to file is a time-consuming process. If state and federal funds are utilized to enforce standards, these documents have to be examined and evaluated. In addition to the maintenance of appropriate records, administration of grants also necessitates the provision of advice and of technical assistance in program development, staffing, facility planning, and other matters related to the use of the funds.

Consultative services are also available to libraries and agencies not eligible for either federal or state funds. The comparatively small number of consultants employed in the region limits considerably the number of libraries and agencies that can receive extensive assistance. Some of the consultants are reported to concentrate their activities in specific geographic areas; which gives them a closer working relationship with the local librarians, and some of them are said, by virtue of their training and experience, to be prepared to provide specialized guidance. Again, however, the thirty-four consultants in the region can be stretched only so far, and the variety of specialization that they possess has to be limited. The number of professional personnel other than librarians employed by the state agencies is small, which means that the supplementary services that could be provided by specialists in such areas as finance, personnel, data processing, and subject fields are simply not available. The individual agencies should consider the possibilities, within the limits of present budgetary restrictions, for strengthening consultative services by cooperative agreements or short-term arrangements. Specifically, states that share common boundaries might work out an agreement for the joint employment of specialists who would assist local libraries in each state. A state agency might also employ as a consultant a librarian or other professional, a recognized expert in a specific area, who would come to the state for a year and work with the state agency and local libraries in a carefully structured program focused on a defined area that would involve planning, in-service training, and on-site assistance to local libraries.

To strengthen local library service some of the state agencies have made effective use of workshops and institutes. Some of these workshops have been planned to increase the capabilities and efficiency of the staff members of local libraries. Other workshops have been designed to assist local personnel in planning varied and expanded service programs. In view of the great need for opportunities for continuing education, the state agencies should place even greater emphasis on workshops and institutes than they have given these programs in the past.

Federal support has enabled the state agencies to develop programs that move beyond a narrow definition of public library service. The report of the 1946-47 survey stresses the need for the states to provide library service to their institutional populations.¹³ Only one state had taken any action in this area prior to 1966 when funds became available under Title IV of LSCA. Programs have now been developed by the library agency in each of the states to reach patients in hospitals and inmates in correctional institutions, and the blind and visually handicapped, as well.

Also in 1966, Title III of LSCA stimulated the library agencies to assume more active leadership in programs of interlibrary cooperation. In virtually every state funds allocated under Title III have been used either to establish a center for interlibrary loan transactions and reference services or to strengthen an existing interlibrary loan/reference network. Survey returns from individual libraries as well as from individual librarians have carried repeated mention of these services provided by the state agencies and have stressed their importance to local programs.

As part of their leadership and developmental functions, some of the library agencies have for years collected and published statistics concerning libraries. Each of the agencies currently compiles such a report. The coverage of these reports needs to be expanded in some of these states both in terms of the types of libraries included and the kinds of data that are presented. The reports prepared in Virginia and in North Carolina are the most comprehensive of those presently available and, with the exception of information for school libraries, provide a reasonable basis for monitoring the progress of libraries in those states.

Several of the state agencies need not only to improve their collection of statistical measures of library service but also to expand their dissemination of general information about their own activities, about library development in the state, and about matters related to that development. The newsletter issued by the library agency in South Carolina, for example, includes items in all of these areas. Some of the agencies do not yet prepare a newsletter, and their annual reports are not widely distributed. Many personnel returns have contained expressions of a desire for more information about "what is happening"; and the state library agencies should endeavor to answer that need more satisfactorily.

By requiring the formulation of long-range plans for statewide library development and the preparation of annual work programs, the Library Services and Construction Act has reinforced the leadership role of the state library agency and added a highly desirable dimension to the exercise of the functions attendant to that role. It was not possible within the scope of this survey to investigate the actual implementation of the state plans and their impact upon the growth of library service. This subject does need to be studied. Survey data show, however, that the state plans do not figure prominently in the thinking of practicing librarians. Out of over 7,500

personnel forms completed for the survey, fewer than a half dozen were noted that contained any reference to state plans formulated under LSCA. Whatever the reasons for the lack of recognition accorded them in the survey returns, the state plans need to become a part of the professional background of every librarian and to be shared in abbreviated form with appropriate individuals throughout the state. Currently, the states do not appear to be receiving full benefit from their plans.

In future planning, the state library agencies need to examine more carefully the basic characteristics of their roles and to contemplate possible modifications in the ways in which they handle them. They need to consider what effect the growth of local libraries has had or should have on the activities of the state library agency. They need to explore what if any shifts in program emphasis the state agency should plan in order to meet changes in library development within the state.

Immediately, in assessing possible modifications in their own activities, the state library agencies need to review carefully and objectively their relationship to the metropolitan libraries. Of necessity, the agencies have traditionally emphasized reaching unserved sections of the states, the strengthening of weaker libraries, and the creation of larger units of service. The metropolitan libraries almost always have had larger staffs and larger collections than those of the state library agencies and have received little support from the agencies. Now the peculiar problems and needs of the larger urban libraries demand attention, and the state agencies must find ways to help the metropolitan libraries meet these problems. The agencies need to make a determined effort to strengthen their ties to these libraries.

At present, the library agencies are the strongest and largest of the units of state government that have broad responsibilities for library service. This being so, they need to reassess their peculiar responsibilities for taking the initiative in maintaining contact with types of libraries other than public. They must seek ways to stimulate cooperation across type-of-library lines and must support with every means at their disposal cooperative programs that will provide better library service to the citizens of the state.

As part of their analysis of their role, the state library agencies should pay particular attention to their two-fold responsibility in relation to other units of state government. First, they should transmit to libraries the information about state (and federal) activities that have immediate relevance for the day-to-day operation of the libraries themselves as well as information about state programs and activities that will be of interest to people served by the libraries. Second, the agencies need to cultivate existing contacts and develop new ties with other units of state government and to attempt to increase their representation on the various councils of state government and on interagency committees. In effect, the agencies need to ask themselves how they can more effectively serve as the communication channels

to the state government for information about libraries and library services and to libraries for information about government.

Present funding, particularly as related to staff, places severe limitations on the state library agencies as they attempt to carry out their existing responsibilities and, at the same time, to study and evaluate their programs to ensure that they continue to provide the services and the support that changing local conditions require. The agencies have small staffs, which do not include as many specialists as would be desirable. Worse still, salaries in most of the agencies are not truly competitive with those in libraries. This presents major problems for a state agency charged with leadership—an agency that should be able to attract the best-qualified leaders in the profession for the middle and top positions on its staff, as well as the individuals who display unusual potential for the beginning levels. As the individuals who have stayed with the state library agency programs—in spite of salaries that have not risen at rates comparable to those in other libraries—retire or change employment, the state agencies are going to encounter major difficulties in recruiting staff members of a like caliber to fill the resulting vacancies. The salary inequities must be removed so that the agencies can attract the kind of personnel needed to continue and to enhance the leadership that the agencies are required, by law, to provide.

In summary, the quarter of a century between the two surveys has brought many changes for the better to state library agencies in the region. Their financial support has been increased and, as a natural result, their staffs have grown in size. Agency programs encompass many new areas. Agencies now plan systematically to improve the library services extended to people of the states. Without question, the agencies are infinitely stronger today than they were in 1946–47, and their current programs are much more effective. Much of the growth of the state library agencies has been due to the availability of federal funds, and much of the expansion of the scope of their activities has resulted from federal requirements and priorities that have, in effect, directed the agencies' courses of action. The agencies themselves have displayed limited initiative in defining the emphasis for their activities. Conditions were not conducive to their doing much more than respond to federal directives. The agencies had to cope with the problems of sudden and rapid growth as they were learning to deal with the complexities of federal programs. Little in their previous experience had equipped them to handle these problems. The confusion and conflicts of the 1960s did not ease the pressures on the state library agencies. Within the framework provided by LSCA, each of the agencies has made substantial progress despite all these problems.

What will happen to the state library agencies if federal funds are no longer available to them? During 1973 at least three of the states in the region provided an encouraging answer to that question. Do the library agencies possess the capability to plan independently programs that will

equal or surpass those they have planned under LSCA guidelines? The record justifies the expectation that the answer will be an unqualified yes.

Generalizations: State Libraries

Presently, judged by size and by the portion devoted to nonfiction, only three or four of the collections merit the designation "state library." The Virginia State Library and the Tennessee State Library, for example, are the only two of the nine that hold membership in the Association of Southeastern Research Libraries (ASERL). This statement of fact should not be interpreted as a suggestion that all state libraries seek to achieve membership in ASERL; it reports merely a measure of the strength of the collections that two state libraries have built.

In at least three of the states, certain local libraries have accepted responsibilities relating to the development of collections in specific subject areas or to maintaining collections that serve as resource centers for designated areas of the state. This cooperative approach to the development of resources assists in the determination of the selection policy of the state library and makes its collection a part of a network of resources. This approach should be adopted and implemented by all the states.

At the same time, the state libraries must continue to build their collections with the needs of state officials and employees in mind. Returns from the various departments of state government show that most of them have not organized library and information programs of their own, and many of them should never attempt to do so. The responsibilities that the state library bears to this group need to receive increased attention.

Nonprint media do not appear in large quantities in an inventory of the resources of the state libraries. The extent to which they should be included depends on a number of factors. Certainly, the state library does not need to duplicate nonprint materials held by another agency where these materials are available for use by any governmental agency or public library. It does have the responsibility for acquiring nonprint materials that are not readily available from other sources so that it can supply them on loan to the departments of state government and to public libraries.

In addition to the interlibrary loan and reference services previously mentioned, the state libraries appear to make their collections freely available and to be ready to provide appropriate assistance to individual users. On the basis of the information in hand, no conclusions can be drawn as to the need for additional staff members to work in the public service areas.

Recommendations

1. *The state library agencies should continue to occupy the key role in the planning for the improvement and growth of library services that are available to all people in*

the respective states. Librarians need to supply the support that the state agencies must have in order to fulfill effectively the responsibilities of that role, and state agency personnel must not only pursue the expansion of library services but also seek ways to achieve more effective use of the resources presently available.

2. *A campaign should be vigorously pursued to upgrade salaries of the professional staff members of the state library agencies so that they are at least comparable to those in other areas of librarianship.* This may involve work with both the legislature and the merit board and may well require a major effort on the part of the state library association rather than on the part of the state library agency itself.

3. *The state library agencies should seek to increase the number of specialists, including professionals other than librarians, on their staffs.*

4. *Qualifications of the directors of the state library agencies should be carefully defined and expressed in the legislation covering the agency.*

5. *Funds for the administration of state aid should be clearly identified so that as state aid increases, funds for staff time, travel, and related expenses will be increased proportionately.*

6. *The state library agencies should review their relationship to the metropolitan libraries and explore ways to strengthen that relationship.*

7. *The state library agencies should pursue the goal of interlibrary cooperation more aggressively.* The possibility of a state council of librarians composed of representatives from each of the state agencies charged with some library functions should be seriously considered. The state library agency itself should strive for closer working ties with library associations; academic, school, and special libraries; and with library education agencies. The state library agencies should provide creative leadership and support for programs that unite the various types of libraries.

8. *The state library agencies need to improve their dissemination of information about library development and related matters.*

9. *The state library agencies should increase their activities in the area of analysis and evaluation of the growth of library resources and services and in planning for the future development of those resources and services.*

10. *The state library agencies should continue and expand their workshop and institute programs.*

C. STATE SCHOOL LIBRARY SUPERVISORS

The information presented in this section is based on data supplied by eight of the state school library supervisors. At the time the survey forms were distributed, the position of state school library supervisor in North Carolina was vacant. After the position was filled, a survey form was submitted by the supervisor. The form arrived after this section had been completed, and it was not possible to revise the analysis and incorporate the data contained in the North Carolina form.

Staff

Identified variously as supervisor, coordinator, consultant, or administrative assistant, the position of the state school library supervisor, according to survey returns, does not occupy a high rank in the administrative hierarchy of the state department of education. Six of the returns specified that there were three positions in the chain of command between the school library supervisor and the head of the department of education, and two noted that there were only two positions. Except in Mississippi, the supervisor's position is covered by the state merit system, but in no state is the position required by law.

In six of the states, more than one school library/media consultant was employed by the state department of education. In Mississippi and South Carolina, the additional consultants did not report to the supervisor who completed the survey questionnaire. In the remaining four states, a total of fifteen professional staff members reported to the state school library supervisors. Six of the fifteen were employed in Florida. Counting the supervisors, there were, thus, twenty-three professional library/media specialists assigned to their offices.

Data supplied by the state school library supervisors show that none of the professional staff members earned less than \$9,000. Four of them received between \$9,000 and \$11,999; thirteen earned \$12,000-\$15,999; five received \$16,000-\$19,999; and one person was paid more than \$20,000.

According to the returns, there were fourteen nonprofessional employees on the staffs of the state school library supervisors. Salaries of ten of the nonprofessional employees fell within the \$5,101-\$6,600 range. Two of the nonprofessional staff members earned between \$3,001 and \$5,100, and two received between \$6,601 and \$8,600.

The school library consultants do not specialize by subject or, not usually, by types of school. Only South Carolina indicated that there was one consultant for elementary and one for high schools. In Florida, Georgia, and Tennessee, the consultants specialize geographically; that is, they assume primary responsibility for specific counties or portions of the state.

Finances

Four of the supervisors indicated that annual or biennial budgets were established in support of the activities of their office, and three of them provided information concerning their sources of funding and the purpose of their expenditures. The supervisor in Alabama reported \$12,500 in income; in Florida, the supervisor received \$113,032; and in Georgia, \$170,069. The figure recorded for Florida includes \$26,791 in federal funds, otherwise, all of the funds came from state appropriations.

The distribution of their expenditures as reported by the supervisors in these three states adds little to an understanding of their programs. By far the largest portion of the expenditures recorded for Alabama and Florida was devoted to salaries. In Georgia slightly less than 50 percent was expended for that purpose. Florida was the only state in which expenditures by the state school library supervisor for print and nonprint materials were listed.

A total of \$59,962,547 in federal funds was spent for school library/media centers in 1971-72 in the eight states for which data were supplied. That amount includes some funds that were utilized for nonlibrary purposes in one of the states. All of the funds reported were awarded under the Elementary and Secondary Education Act (ESEA) or the National Defense Education Act (NDEA), with 88 percent of the total coming from the former and 12 percent from the latter. Only in Florida and Virginia do the state school library supervisors administer the federal funds for school library/media centers.

Three of the supervisors reported the availability of state-aid funds for school library/media centers. In each instance, the supervisor participates in the administration of those funds. The states with state aid for school library/media centers and the amount of aid appropriated in 1971-72 were: Georgia, \$1,482,531; Tennessee, \$1,800,000; and Virginia, \$897,454. North Carolina also provides state aid for school library/media centers.

Services and Activities

The survey returns show that the state school library supervisors and their staff members have not maintained systematic and regular contact with the library/media supervisors of local school systems and with the local school librarians. In Georgia and Kentucky the supervisors indicated that they met regularly with the local supervisors. In most of the states the state consultants visit local schools primarily as members of evaluation teams. In Kentucky and Tennessee the supervisors said they attempted to visit every school on a regular basis. In Mississippi and Virginia local schools are visited only by invitation.

In all of the states except Mississippi consultative assistance is offered to private schools. In Mississippi, at the annual convention of the private schools, the librarians elect a state chairman or director. This state director supplies consultative services for the private schools in the state and aids them in the development of their libraries.¹⁴ All of the supervisors except those in Mississippi and Virginia extend assistance to libraries in institutions. None of the supervisors provide centralized purchasing, cataloging, or processing services for the local schools.

According to the survey returns the supervisors do not maintain sizable collections of materials. The most common types of collections in their charge are new books or review collections and professional collections.

Of the six categories of materials or types of collections listed on the survey questionnaire, no supervisor administered more than four. None of the supervisors noted that deposit collections were provided local schools.

Six of the eight supervisors were able to supply some specific statistical measures concerning school library/media centers in their respective states. Only two, however, could provide any data for private schools. Several of the supervisors commented during the meetings of the state advisory committees on the survey that although data were collected annually from the schools they encountered difficulties in obtaining tabulations after the returns were processed by the statistical unit.

Most of the activity of the state school library supervisors that related to preparations of publications is focused on the production of newsletters and the compilation of bibliographies. Six of the supervisors issue a newsletter; two release lists of new books; and several others include such lists in their newsletters. Five of them prepare bibliographies and three have produced manuals. At least three of the supervisors compile bibliographies of the selection aids which are to be used by local school librarians in purchasing books.

Four of the state school library supervisors indicated that they had sponsored or cosponsored an institute, workshop, or similar program during the year. Except in South Carolina, where six regional workshops on planning and evaluating school library/media programs ultimately involved 541 individuals, the workshops appear to have been designed for limited audiences. Attendance for the other three workshops totaled 101. The titles of those workshops did not reveal much about their contents or purpose.

The questions designed to secure information about the state school library supervisors' relationships with other groups did not produce sufficient data to establish any patterns. One supervisor said that she visited each library education program in the state at periodic intervals; four reported close contacts with one or two faculty members of such programs; and three noted differing kinds of contacts. Interagency councils on children and youth were identified in two states, but in neither case did the supervisor belong to the council. Six of the supervisors recorded participation in cooperative projects during the last five years. Several of the projects identified were the previously mentioned workshops; three were Right-to-Read programs, and the remainder appear to have been related to standards and to specific conferences.

According to the information submitted on the questionnaires, each of the states has an accrediting commission, and seven of them have adopted standards for school library/media programs. Most of the standards have been revised recently or were being revised at the time the survey returns were submitted.

Three of the supervisors felt that their physical quarters were inadequate for the work they had to perform. Four of the supervisors had access to WATS lines.

Comparisons

The report of the 1946-47 survey stressed the fact that at a time when there were only twenty-two in the nation, a full-time state school library supervisor was employed by the department of education in each of the nine southeastern states.¹⁵ In 1973, when data were collected for the current survey, it was not possible to make an unqualified statement concerning the presence of a state school library supervisor in each of the states in the region. In Alabama, for approximately a year, the position had been filled on a part-time basis, and in North Carolina, the position comparable to that of the school library supervisor had been vacant for several months. By mid-1974, however, each of these states again had the services of a full-time supervisor. A number of the state school library supervisors have been given new titles, and a strong possibility exists that the title changes carried with them a reduction of responsibilities.

Generalizations

Although the libraries in elementary and secondary schools in each state have grown in number and have been considerably strengthened in resources, the position of the state school library supervisor has not experienced a similar improvement. For that matter, although in a different area of library activity but at a more nearly comparable level of responsibility, the state public library agencies have enjoyed a period of expansion and increased support that has not generally been matched by the office of the state school library supervisor.

Three factors appear to have adversely affected the position of the state school library supervisor. First, federal funds supporting school library/media centers have been administered in six of the states by offices other than that of the state school library supervisor. In the two states in which the supervisor was given the responsibility for the administration of the federal funds, she appears to occupy a stronger position than is the case in most of the other states. Although the state school library supervisor maintains a close working relationship with the coordinators who administer ESEA and NDEA funds, she and other members of her staff lack the official contact with the local programs that such administration requires. Thus, the supervisory staff loses one of its opportunities to provide an input into local planning and misses the chance to increase its first-hand knowledge of local conditions.

A second factor that appears to have circumscribed the position of state school library supervisor has been the growing importance of nonprint or

audiovisual materials, particularly in elementary and secondary schools. Regrettably, but understandably, specialists in printed materials and specialists in nonprint materials have become competitors in many cases, and differences exist from the local to the national level. The audiovisualist has the advantage of representing the new forms of material and of being the master of sophisticated and complicated machines, while the librarian's expertise in the newer media has not been recognized. The two groups need to work harder to unite their special interests and their capabilities and, in partnership, produce a stronger information-support program than either of them can provide singly. Meanwhile, at the state level, the emphasis on audiovisual materials has frequently resulted in the establishment of handsomely funded units of the state department of education—units assigned the responsibility for exercising all state functions in regard to nonprint material. Thus, at the state level, the school library supervisor may no longer be the only person who represents the information resources in the schools.

The third factor results from a combination of two elements and possibly could be more effectively presented as two factors, but because of their interrelationship they have been combined. State departments of education have not been exempted from the turmoil and confusion that have characterized local school systems in recent decades. In addition, they are subject to the pressures produced by the periodic revisions of state government. In this climate of administrative uncertainty, the state school library supervisor has had to survive virtually alone. The state library associations have provided little, if any, action calling for the strengthening of the position of the state school library supervisor, and the state education associations have other priorities.

The factors identified above have not operated and do not operate uniformly in the region, and in some states, their impact has been less serious. These factors suggest, however, reasons for the weaknesses of the position from which some of the state school library supervisors are presently working.

From the evidence in hand, it has not been possible to arrive at a clear description and understanding of the functions that the state school library supervisors are actually performing. Ideally, the state school library supervisor should be responsible for and have the support essential to the exercise of the following functions.

1. Representation of school/library media programs at the state level. This involves reporting and interpreting existing programs and needs and projecting future requirements to the chief administrators of the departments of education. It includes cooperating with the various units of the department on specific aspects of public and private school programs and participating in the formulation of guidelines, regulations, standards, and long-range plans. It requires

the provision of leadership in all matters directly or indirectly concerning school library/media centers.

2. Representation of the state department of education at the school system and the local school levels. This includes assisting system and local personnel—administrators as well as librarians—in implementing the programs and policies of the state department of education as they relate to library/media centers.
3. Representation of both the state department of education and local school library/media centers in programs and activities involving other types of libraries, library associations, and education associations.
4. Provision of consultative services and technical assistance to library supervisors and administrators of school systems and to librarians and administrators of local schools.
5. Provision of a communication network that reaches all schools and school librarians in the state. This involves serving as a center of information on school library/media programs as well as serving as the contact point for reaching all school librarians.

To carry out these functions a staff of professionally trained, experienced, and energetic librarians must be available. Contacts with the 1,252 school districts or systems in the region¹⁶ were being maintained by a total of twenty-three state school library supervisors and consultants backed up by fourteen nonprofessional staff members. These thirty-seven individuals were trying to reach through some means the more than fourteen thousand local schools identified during the survey. These figures depict more explicitly than an extended narrative could the magnitude of the problem confronting most state school library supervisors in the region; that is, determining how they can stretch themselves and the members of their staffs to serve the population they should reach. In spite of their professional expertise and dedication, it is humanly impossible for so few people to supply to so many agencies and individuals the consultative and other services that should be available at the state, system, and local school levels. The presence of library supervisors at the district or system levels has helped to supply needed consultative services to local schools, but the mailing lists compiled for the survey reveal that fewer than half of the systems have library supervisors.

Recommendations

1. *The states should assume increased responsibility for the provision of library/media services in local schools.* States not presently providing state aid for school library/media centers should enact the necessary legislation and appropriate the funds specified in that legislation.
2. *The legislative and other appropriate committees of the state library associations should review with the state school library supervisor the major obstacles*

confronting her and attempt to determine what, if any, action can be taken to remove these obstacles and strengthen her position. The support and assistance of other organizations should be enlisted in the planning of appropriate action and in the implementation of the plans. Certainly, in every state there appears to be justification for a campaign for additional staff and increased funding to support the office of the state school library supervisor.

3. *The state school library supervisor needs to be able to increase contacts with library supervisors of school systems and with the local school librarians.*

4. *To supplement personal contacts, the publication programs of the state school library supervisors should be strengthened.*

5. *The state school library supervisor should continue to build a close working partnership between the librarian and the audiovisual specialist.*

6. *The state school library supervisor should continue to attempt to strengthen the working relationship and to improve communication between school librarians and other librarians.*

D. LIBRARY ASSOCIATIONS

The library associations presently active in the region can be grouped in three different categories. First, there are associations whose membership is determined primarily by geography, and this is the largest category. Second, there are organizations that bring together librarians working in the same type of library or the same area of librarianship. Finally, there are the staff associations that have been formed by the employees of a single library or library-related agency. Not all of these types of associations have leadership responsibilities; all them bring librarians together, however, and constitute a source of potential strength and support that can be applied when needed.

Within the framework of this survey, it was not possible to collect data on all three types of associations. In fact, only the state library associations received survey questionnaires, and this section is focused first, and primarily, on them. The description of the state associations is followed by brief statements about the Southeastern Library Association and other geographically oriented organizations. A few facts are then presented about the associations representing types of libraries and about staff associations. Recommendations are offered only in relation to the state library associations and the SELA.

State Library Associations

Since 1897, when the first state library association in the Southeast was formed, these organizations have been closely identified with the major advances achieved in library service in the respective states. In virtually every state, the associations were instrumental in securing passage of the basic legislation that created the state library agency and that governs the

establishment and operation of public libraries. The associations have conducted successful campaigns to obtain state aid for public library development, and they have worked for the establishment of state standards for library service and the adoption of certification requirements for librarians. In the 1930s, the state library associations, in compliance with the request of the National Resources Planning Board, formulated plans for the development of library service in their respective states.¹⁷ Currently, survey findings show that in the states for which information is available, the state library association is either directly represented on the board of the state library agency or it submits a list of candidates from which the governor selects a specified number of the members of the board. The same direct or indirect representation of the state library association on the board responsible for granting certification exists in some of those states in which certification of librarians has been established.

Although an active library association has long operated in each of the states, only eight of the nine associations submitted a survey questionnaire. The data in the following paragraphs, therefore, cover only eight state library associations.

Structure

Sections or divisions of the associations vary in number from a low of four in Alabama to a high of eight each in Florida and Georgia. Each association includes sections concerned with college and university libraries, public libraries, school libraries, and trustees. Three of them have divisions devoted to education for librarianship and to technical services. Two of the associations combine special libraries with college and university libraries in one section. Round tables are also included in the organizational structure of some of the associations, the most common being the junior members round table. Regional or multicounty chapters or divisions of the library association have been formed in two states. The Mississippi Library Association has six regional groups, and the Tennessee Association has three.

Standing committees handle much of the work of the associations. Some of the associations have a few committees with fairly broad responsibilities; others have many committees with more narrowly defined assignments. Although their names may differ, each association appoints a legislative committee and a membership committee. Seven of the eight associations have committees concerned with intellectual freedom, planning, public relations, and the constitution and by-laws of the association. Only two associations reported the presence of a budget and finance committee. Illustrating the concern of one organization with current problems, the Association in North Carolina has established a grievance committee.

Six of the associations employ an executive secretary on a half-time basis. One of them noted that its secretary was a clerical employee rather than a professional librarian.

Membership

Membership in the individual associations in 1971-72 ranged from a low of 771 to a high of 1,951, with the average for the eight associations being 1,241 (see Table 10). In order to gain perspective, these figures need to be related to the population of the states as well as to the number of librarians. When the ranking of the states by size of the membership of the state library associations is compared to the ranking by size of population, no state occupies exactly the same position in both rankings, but the pattern is much the same. Excluding Tennessee, which ranks second in size of library association membership and fifth in population size, the states with the smaller populations have fewer association members.

A state-by-state comparison of the association membership figures with the data on the number of librarians reported in the federal census of 1970 reveals that the associations differed considerably in their success in attracting the potential members represented in the census tabulations (see Table 10). The data for Virginia are skewed because of the large number of librarians who live in Virginia but work in the District of Columbia or in Maryland and are not professionally active in Virginia. For the region as a whole, the membership of the eight state library associations was the equivalent of 53 percent of the number (18,838) of librarians recorded in the census. Association memberships, however, included trustees and other nonlibrarians who were not counted in the census. Using data for only those five state associations that supplied the breakdown of their membership (see Table 11) and omitting the trustees in the recalculation indicates that the equivalent of 47 percent of the librarians recorded in the census belong to the state library associations in those five states.

As indicated above, only five of the state associations supplied an analysis of their membership or, in lieu of such data, a count of the membership of the sections and divisions. In view of the number of academic, public, school, and special libraries in the respective states, the membership breakdowns suggest a significant underrepresentation of the school librarians in the state associations. Only in North Carolina do the figures reveal that a sizable percentage of the school librarians belong to the association.

The average attendance at the 1971-72 conferences or the conference held at the time closest thereto was 624 for the eight associations, or 50 percent of their average membership. Four of the associations had the equivalent of fewer than 50 percent of their members registered for their conference (see Table 10). Although these various measures are not exact, they suggest that fewer than half of the potential members join the state library associations and that fewer than half of those who do join go to the annual or biennial meetings of the associations.

Finances

The dues structures of the associations display considerable variation

TABLE 10

LIBRARIANS REPORTED IN 1970 CENSUS, MEMBERS OF THE STATE LIBRARY ASSOCIATIONS, AND
REGISTRATION AT THE CONFERENCE HELD CLOSEST TO 1971-72 BY STATE AND REGION

State	Number of Librarians ^a	Association Members	Percent	Conference Registration	Percent	Conference Year
Alabama	1,549	966	62	520	54	1973
Florida	3,306	1,450	44	675	47	1973
Georgia	2,668	1,007	38	762	76	1973
Kentucky ^b						
Mississippi	1,107	966	87	400	41	1971
North Carolina	3,158	1,951	62	908	47	1971
South Carolina	1,632	771	47	400	52	1973
Tennessee	2,022	1,500	74	647	43	1972
Virginia	<u>3,396</u>	<u>1,316</u>	39	<u>676</u>	51	1971
Region	<u>18,838</u>	<u>9,927</u>	53	<u>4,988</u>	50	

^a1970 Census of Population, Table 170.^bNo return.

TABLE 11
DISTRIBUTION OF MEMBERSHIP OF STATE LIBRARY ASSOCIATIONS
BY TYPE OF LIBRARY, ETC., AND BY STATE AND REGION

Type of Library, etc.	Alabama	Mississippi	North Carolina	South Carolina	Virginia	Region
Children and School	194	241	824	340	362	1,961
College, university, and special	195	190	345	132	335	1,197
Public	244	303	354	149	302	1,352
Trustees and friends	264	202	247	115	33	861
Special		63		35	91	189
Institutional	17				129	146
Life	50				21	71
Junior members			105			105
Technical services			103			103
Total	<u>964</u>	<u>999</u>	<u>1,978</u>	<u>771</u>	<u>1,273</u>	<u>5,985</u>

with one association reporting only two categories of membership and another reporting five. In addition to individual membership, seven of the associations provide for institutional memberships, five for student membership, three for trustees, and three specifically mention retired librarians.

In three of the associations, individual membership dues are based on a sliding scale, determined by salary. Dues ranged from \$4.00 to \$10.00. The average, using the highest rate for the associations where a salary scale has been adopted, was \$7.00. In five of the seven associations that reported institutional memberships, dues were charged on the basis of a sliding scale and varied from \$5.00 to \$80.00. Only two associations, however, reported institutional dues of more than \$15.00. Student dues usually were \$2.00, with those for trustees being slightly higher than those for students.

Seven of the state associations supplied financial statements. Each of these associations began their year with cash-on-hand in amounts varying from \$2,526 to \$13,048. Receipts ranged from \$4,704 to \$23,403. Expenditures varied from \$3,284 to \$25,359. In no case did the expenditures exceed the combined total of cash-on-hand or balance-brought-forward plus receipts for the year. In fact, each of the associations showed a comfortable amount in a checking account, and some of them have a savings account in addition to their checking account and to scholarship accounts. The summary form of some of the financial statements precludes any worthwhile analysis of the sources of income and purposes of expenditures. Moreover, because of the associations that meet biennially, data should be available for two years in order to cover the biennial convention if an analysis is to be realistic. The seven associations reported expenditures amounting to \$112,398. At the end of the year they recorded \$38,805 in cash-on-hand and \$39,020 in savings.

Activities

All the associations issue a newsletter or journal, and all but one reported that during the last five years the association had produced a directory, bibliography, or similar publication. The publication programs maintained by the associations are not, however, so extensive as the foregoing suggests. In several cases, the only item released was the membership directory, and it was included in the journal.

Three of the associations—Alabama, Georgia, North Carolina—award one or more scholarships each. Mississippi's financial report shows a scholarship fund, but the question concerning the provision of scholarships was answered negatively.

The associations reported that they had sponsored and cosponsored a total of twenty-nine workshops, institutes, and similar programs from 1968 through 1973. Six of the associations conducted workshops or programs related to legislation; four held workshops on intellectual freedom; three

offered programs concerning service to specific categories of the population (young adults, special children, and the deaf).

Each of the eight state associations identified at least one program or project it had sponsored during the last five years that it considered significant in terms of the contribution made by the program. Six of the twenty-two projects concerned reprinting out-of-print titles about the states. Four of them related to preparation of literary maps and the provisions of literary awards; another four dealt with handbooks and the constitutions of the state associations. Four of the remaining projects appear to have been potentially important in terms of the development of resources and services. They concerned public library standards; a state interlibrary loan code; guidelines for mediation, arbitration, and inquiry; and preparation of a union list of serials.

Major planning activities had been pursued by six of the state associations during the last five years. Two of the programs are being correlated with this survey, and two involved studies conducted by out-of-state consultants.

Despite the number of legislative workshops that were held, the state associations have not been uniformly active where legislation is concerned. Two of them, in fact, indicated no activity. Increases in state aid for public libraries and adoption of interstate-compact authorizations appeared most often on the lists of legislation championed by the associations. All of them indicated action has been taken in relation to state appropriations for the state library agency. Only two associations reported that they had acted where appropriations for school library/media center programs were concerned. The Georgia Association participated in a successful campaign to secure state aid for public library construction. In the postsurvey period Tennessee noted efforts to obtain the passage of obscenity legislation that excluded libraries from its coverage.

In summary, the state associations offer a unique variety of leadership for the development of library service. By uniting librarians, they provide a potentially powerful force for the planning and effecting of change. As organizations representing a profession, they supply a mechanism that enables librarians to work with other associations on matters of mutual concern. Because they are voluntary, they can sometimes take actions that would be inappropriate, if not impossible, if carried out by the agencies legally responsible for the provision of leadership for library development.

Comparisons

All quantitative measures taken of state library associations in 1971-72 show that dramatic growth has occurred since 1946-47. In 1971-72 the North Carolina Library Association, the largest in the region, reported 1,951 members, or ten more than the total for all the state associations that supplied data in 1946-47. The total membership in the state library associa-

tions rose from 1,941¹⁸ in 1946-47 to 9,927 in 1972-74, a 511 percent increase.

The cost of membership in the associations has increased but less sharply than might have been anticipated, particularly in view of changes in the purchasing power of the dollar. Lowest individual dues were 50 cents in 1946-47, \$4.00 in 1972-74. The highest in 1946-47 were \$1.50,¹⁹ and \$10.00 in 1971-72. Converted into 1947 dollars, the 1972 dues become \$2.14 and \$5.34, respectively, suggesting that membership costs remain remarkably low in terms of the expanded programs of the associations.

In contrast to 1946-47, when it was noted that "After payment of the cost of annual conferences, travel, postage expenses, and bills for publishing library bulletins, little was left for other activities,"²⁰ associations now maintain savings accounts. None of the associations appear forced to operate at a penurious level. Each of them, in fact, expanded its activities considerably during the twenty-five years between surveys.

No statistical measures are required to record one of the most significant advances made by the state library associations during the period between the two surveys, i.e., the opening of membership to everyone. The 1946-47 survey collected data on the organizations that had been established by black librarians who were denied membership in the all-white state library associations. In 1972-74 separate organizations no longer existed; instead, a single association functioned in each state.

Generalizations

The state library associations were strengthened during the twenty-five year interval, but whether they became more truly representative of all library interests in the state can be seriously questioned. Both the composition of their membership and the nature of their activities suggest a continuation of the emphasis on public library service noted in 1946-47.²¹

Although some significant activities and accomplishments were recorded, the survey returns do not reveal the exercise of really dynamic leadership for the development of library services. Possibly, this evidence can be located only through an in-depth study of the journals of the respective associations. Certainly, the associations are contributing to the growth and improvement of library services, but these contributions seem to result from random programs rather than systematic planning.

Their official journals and their regular meetings presently constitute the tangible returns that the associations provide their members. Although all members receive the journal, not by any means do all members participate in the annual or biennial conferences. Their reasons for nonparticipation may be entirely personal, and the associations may never be able to schedule programs that will attract all members to meetings. It is also possible, however, that the associations are overlooking important needs of their members and that they could make their meetings more attractive.

The associations appear to have a relatively unsophisticated approach to financial management. Neither the questionnaires nor the supportive documents reveal, in most cases, positive attempts to plan and to budget unified programs for the associations. Operating expenditures center around the activities of the officials and the executive secretary, publication of a journal, and the conduct of the annual or biennial meeting.

Ideally, the associations should establish and pursue developmental programs designed to attain specific objectives, but the evidence in hand suggests that their activities are focused on current problems and that established objectives and long-range goals do not shape their activities significantly. However, response to current concerns and the pursuit of developmental programs are complementary, not mutually exclusive, activities. The former requires less effort, meets the requirement to provide a conference program, and is easier to manage. Association officials, moreover, quite naturally want to make a distinctive personal impact on their association, and for this reason formulating their own short-range programs probably is more appealing than merely picking up existing long-range programs. Practically, therefore, the associations may experience difficulty in sustaining long-range planning and development programs.

Recommendations

1. *Each association should endeavor to expand its membership, making it truly representative of all types of library interests in the state.* The membership committee should analyze the composition of the existing membership and identify underrepresented groups. The committee then should attempt to determine if there are reasons why membership in the association has not been attractive to some groups and if the association should consider specific action to make membership more worthwhile. Based on its findings, the committee should plan a systematic and continuing membership campaign.

2. *Each association should give serious consideration to the possibility of holding a series of minimeetings every few years in various locations in the state.* Although they represent only about half of the membership, the number of individuals attending the annual convention has risen so that in some states there are only three or four cities with facilities to handle meetings of that size. Minimeetings would enable smaller cities to host library conferences and would give the librarians in those cities an excellent opportunity to focus local attention on library services. Minimeetings might also make it possible for some librarians to attend who, for various reasons, cannot get to the annual conference.

3. *Each association should review its financial condition in careful detail, budget what is necessary for operating expenses, determine an appropriate level to be*

maintained in a reserve account, and develop systematic plans for the use of any surplus. As nonprofit institutions, the associations are legally obligated to use their income for the benefit of their members. It appears appropriate that current members benefit from current income, insofar as possible. This recommendation must not be interpreted as advocating a spendthrift approach. It expresses, instead, the belief that associations should finance activities for their members rather than creating excessive cash reserves.

4. *Each association should endeavor to strengthen the leadership it provides for library development.* In so doing, each association needs to recognize and accept its responsibility for performing the following functions and activities.

a. Maintaining contact with and cooperating with other state agencies and organizations that exercise either direct or supportive leadership for library development. Such agencies include the state public library agency, the state school library supervisor, the state media associations, the state commission on higher education, the state education association, and other library associations in the state. Because it can speak to and speak for more libraries and more librarians than any other agency or organization in a given state, each association must provide the mechanism for communication among the various groups.

b. Maintaining contact with and cooperating with out-of-state agencies and associations that exercise either direct or supportive leadership for library development.

c. Monitoring library development in the state and keeping association members and others informed as to the status, trends, problems, and progress of libraries. The associations should consider the possibility of assigning to their activities committee (or some other standing committee) responsibility for presenting at each regular conference of the association a "state-of-the-state" report on the condition of library service in the state. Such a report should be based on the annual or biennial reports prepared by the state library agency, the state school library supervisor, and the state commission on higher education.

d. Formulating programs with specific objectives for the association to undertake in order to advance library development. The associations need to stimulate and motivate other agencies and organizations to assume responsibility for projects or programs that cannot be effectively or appropriately handled by the association.

The Southeastern Library Association

The Southeastern Library Association has provided decisive leadership for the development of library service in the nine-state area, and its activities have directed and shaped much of the growth of library service at the regional, state, and local levels. For example, largely because of the

efforts of an SELA committee, the Southern Association of Colleges and Secondary Schools adopted standards for school libraries. The implementation of those standards stimulated not only the development of high school libraries but also the establishment of library training programs. Many of the early advances in library service in the Southeast can be traced to the work of the policy committee of the SELA and more specifically to the report that this committee sent to a 1930 meeting of foundation officials. As a result of that report and that meeting foundation support was provided for a survey of library training programs in the Southeast, for a state public library extension worker in three states, for a state school library supervisor in six states, for a field agent of the American Library Association to work in the South, for the development of collections of academic libraries, and for fellowships in library science. The accomplishments of the SELA have indeed been noteworthy over the decades.

In 1972 the SELA had 2,518 individual members and 325 institutional members.²² At that time its organizational structure included eight sections and divisions and twelve standing committees,²³ and a part-time executive secretary served the association. Except for the presence of an executive secretary, the structure of the association differed only slightly from that existing in 1940, when its members discussed the desirability of strengthening its organizational framework, and from that existing in 1950, when the membership approved establishment of a permanent office with a full-time executive director.

With its present structure, the SELA no longer provides an effective and appropriate framework for the planning, initiation, and operation of major programs that are mutually beneficial to libraries in the region. Although they supply (and should continue to do so) the leadership for association activity, the elected officials of the SELA cannot provide the time now required to monitor and assess library development in the region and to assist librarians in long-range planning for that development. Moreover, continuity in planning cannot be achieved by elective officials who change every two years. If the SELA is to serve as a center for cooperative planning for library services in the Southeast, it must have the services of a full-time executive director. It must have a person available to seek out and take immediate and full advantage of opportunities for cooperative development of library resources and services.

An executive director of the SELA can supply the capabilities and the time required to work out plans that bring together appropriate individuals and groups to work on many of the problems that have been emphasized by the findings of the survey. For example, a program of continuing education is badly needed in the Southeast, and such a program should be developed on a unified, regionwide basis. The expressed needs of the librarians of some of the technical institutes for assistance in building their collections suggests that a cooperative project designed to produce guidelines and

selection aids would be helpful. The interest of public librarians in arrangements whereby the interlibrary loan networks operated by the state library agencies are extended across state lines illustrates another possibility that should be approached on a regional basis. The need for additional personnel in school library/media centers is a problem in all of the states, and the librarians could appropriately come together to work with the Southern Association in strengthening the standards relative to personnel and in planning strategies to pursue within the individual states. The possibilities for multistate cooperation in meeting the problems of library development cannot be maximized in today's world without the provision of full-time leadership and support at the regional level.

If the SELA expects to continue to fill a unique leadership role in the development of library services in the region, it must be organized to work with other regional agencies. The regional agencies with concerns closely allied to those of the SELA have permanent offices with full-time staff and ongoing programs. The SELA cannot presently communicate with and work with those agencies on a peer basis. Consequently, the SELA misses the opportunity to join other regional agencies in considering the problems of the region and is unable to bring the information resources found in libraries and the expertise of librarians to bear upon those problems. In order to achieve more effective utilization of existing resources and to plan more successfully for the growth of library resources, the SELA needs to be staffed to work with other regional agencies.

Recommendations

1. *The Association should act as quickly as possible to establish the Office of Executive Director of the Southeastern Library Association.*
2. *In considering possibilities for regional action, the Association should give priority to a continuing education program.*

Other Geographically Based Library Associations

In addition to the regional and state library organizations, a number of city and multicounty library associations exist in the region. It was not possible to identify these local associations by name during the survey or to produce a count of the number that are active in the region. The fact that 3,087 of the individuals who returned the personnel questionnaire noted membership in a local library association suggests either that a number of such associations exist or that the few associations that do exist have large memberships.

Several survey returns referred to a Tri-State Library Association. An investigation disclosed that its membership comes from portions of Alabama, Florida, and Georgia.

Associations With Membership Based on Type of Library

Although not separate organizations, the school library sections of the state education associations have to be mentioned in listing the library associations that are active in the region. In fact, had time permitted, survey data would have been collected from these sections. Personnel returns showed that 3,027 individuals belonged to the state education associations, and this number, of course, included many school library/media specialists. Much of the organized strength of the school library/media sector is found in the divisions and sections of the state associations that are devoted to media services, and this strength should be utilized in planning for the growth of library service in the region.

As the number of special libraries in the region has increased so has the number of associations of special librarians. In 1946-47 there were no chapters of the Special Libraries Association in the region; in 1972 eight of the Special Libraries Association's thirty-nine chapters were located in the Southeast. The chapters had a combined membership of 421 in 1972.²⁴ Although their activities are more restricted in scope, these chapters of the SLA have carried out bibliographical projects, sponsored training programs, and provided scholarships. They constitute another source of organized support for library development.

An organization of libraries rather than of individuals, the Association of Southeastern Research Libraries (ASERL), was formed in 1956 "to improve the resources and services in research libraries in the Southeastern Region . . . through cooperative efforts."²⁵ The members include two state libraries as well as university libraries. Not all of the university libraries are located in the nine-state area. The ASERL regularly prepares and distributes to its members a statistical report compiled from data they have supplied. The Association's most ambitious and important work to date has been the planning and establishment of the Southeastern Library Network (SOLINET).

Staff Associations

Initially, plans for the survey included sending a brief questionnaire to each of the associations formed by employees of an individual library. The returns submitted by the various types of libraries identified seventy-one of these staff associations, but the pressures of time forced the abandonment of plans to collect information about their activities. Of the seventy-one staff associations noted in the survey returns, thirty-four were reported by public libraries, thirty-three by academic libraries, three by state library agencies, and one by a special library. In relation to the number of returns received from the two types of libraries, staff associations are more likely to be found in academic than in public libraries.

Personal observations of a number of the staff associations suggest that,

although they are predominantly social in character, some of them engage in professional activities. Some, for example, maintain a scholarship fund; others have taken the responsibility for bringing lecturers to the library; and still others have conducted bibliographical projects. The staff associations should not be overlooked in any review of the organized capability and strength that can be called upon to support specific library development programs in the region.

E. LIBRARY EDUCATION AGENCIES

Survey questionnaires were mailed to 123 institutions offering library education and media programs; replies were received from 66 of them. Several of the institutions indicated that they had terminated their library education programs or were in the process of doing so. Fifty-four of the returns proved to be usable (see Table 12), and they form the basis for the following description.

Most of the fifty-four programs offer more than one option for a degree, and not all of them actually award a degree. To provide a reasonably consistent basis for analyzing the returns, each training agency was asked to select from five categories the one that came closest to expressing its major program. Twenty-three of the agencies chose the category for programs leading to an undergraduate major or minor in library science, and most of these programs were conducted in a college of education. Fifteen of the agencies indicated programs leading to a graduate degree in library science, and seven to a graduate degree in education with a major or minor in library science. Six of the schools marked "other," noting they offered a degree in media services. Three agencies checked paraprofessional programs. Because of the low number of returns and the incompleteness of the information, the data about the paraprofessional programs cannot be accepted as valid measures. For the other types of schools and departments, the coverage appears to be representative.

At the time the data were collected, six of the schools indicated they held accreditation by the ALA. In the interval since the survey returns were submitted, six additional schools have received their initial accreditation. Each of the twelve schools is included in the survey. The twelve schools that currently hold accreditation are located in seven states. One of the two states that lacks an accredited program formerly had one; the other state has not. In the two states without a program accredited by the ALA, vocal support exists for the strengthening of a program in the state and endeavoring to secure accreditation.

Twenty-three of the library/media programs were located in a college of education and the head of the program reported to the dean of that college. Heads of three of the programs reported to the dean of the graduate school, seven to a vice president, and one to the president of the institution. Twenty of the respondents noted that they reported to some other official.

TABLE 12

LIBRARY EDUCATION AGENCIES BY PRIMARY PROGRAM OFFERED AND BY STATE AND REGION

[illegible]

Although the difficulties involved in securing valid answers were recognized, respondents were asked to supply the year in which library science courses were first offered at their institution and the year in which the present program was established. Their replies show great activity in the post-World War II years. Eighteen of the institutions indicated that their first courses were offered after 1955. Thirty-four of the present programs were initiated after 1955, about half of them being based on programs already in existence.

Finances

Exact and comparable measures of the financial support of the departments and schools of library science and media services cannot be produced easily. In some institutions they have funds to develop and maintain a separate collection for the use of the library/media students; in others, no separate collection is provided. Some of the undergraduate programs are conducted by members of the library staff and no separate budget is established for the program; other undergraduate programs have budgets providing not only for faculty but also for a separate collection. Because of these variations, survey data do not provide measures of the entire financial support available for the fifty-four programs. Instead, the data measure merely the funds allocated to the programs and funds spent under the supervision of the heads of the programs.

The departments and schools reported \$3,894,534 in income. Most—86 percent—of the income was provided by the institutions. Federal funds supplied 8.9 percent and foundation grants, 4.5 percent. Gifts and income from endowments accounted for the remainder. The principal of endowments and other invested funds amounted to \$703,813. With the exception of \$1,500 reported by a department offering an undergraduate program, the endowed funds were held by the graduate schools of library science.

Of the forty-five departments and schools comparing 1971-72 income with that for 1972-73, only seven said that income had been higher in 1971-72. Twenty-nine reported that income for 1972-73 showed an increase, and five said that it had remained the same.

According to the returns, the library education agencies spent \$4,047,230, a sum that exceeded their reported income. When the thirty-eight departments and schools supplying information on expenditures are grouped by expenditure range, the data show that ten spent less than \$20,000; eleven spent \$20,000-\$100,000; nine, \$100,000-\$180,000; four, \$180,000-\$260,000; and four, more than \$260,000.

The tabulations (see Table 13) show that payments related to people dominated the expenditures of the thirty-eight reporting schools and departments. When salaries of all types, fellowships, and travel costs are totaled, the resulting sum amounts to slightly more than 83 percent of the total expenditures. In view of their more extensive programs it is not

surprising that the graduate library schools spent considerably more than half of the total amount. Expressed on a per student basis, the largest disbursements were recorded by the graduate programs in library science and by the graduate programs in education with a library science major/minor.

Faculty

The full-time permanent faculty members of the schools and departments totaled 181 individuals (see Table 14). Twenty-one of the departments did not employ any permanent full-time faculty members. In those departments, members of the library staff teach on a part-time basis. The graduate schools of library science reported 60 percent (108) of the faculty members. The largest group (44 percent) of the faculty members held the rank of assistant professor. Twenty-five (14 percent) were identified as professors.

Information on the percentage of the annual salary offered for teaching in summer session was supplied by thirty of the library education agencies. The lowest percentage reported was 2.5 and the highest was 30, with the average being 20.3 percent for all reporting library/media departments and schools.

The respondents were asked to indicate for each permanent, full-time faculty member the total years of work experience in round numbers. Data were supplied for 183 individuals, 2 more than were reported earlier. They had 1,748 years of library experience (48 percent of the total experience); 1,329 years of experience (36 percent) in library school teaching; and 600 years of nonlibrary experience (16 percent) for an accumulated total of 3,677 years of work experience. The average years of work experience was 31 for professors, 16 for associate professors, 19 for assistant professors, 13 for instructors, 21 for "other" members of the faculty, and 20 years for all faculty ranks. (All these figures have been rounded.)

The director of the library also served as head of the library/ media education program in sixteen of the institutions. The library directors devoted from 1 to 67 percent of their time to the library education programs. In three of the sixteen institutions, the library budget absorbed the entire salary of the director. In thirteen cases, the salary was allocated between the budgets for the library and for the instructional program.

Members of the library staff served on the faculties of twenty-three of the schools and departments. Thirteen of the departments reporting this practice of joint appointment offered undergraduate programs. In 1971-72, eighty-two visiting faculty members were employed by the library/ media education agencies, primarily by the graduate library schools. In late 1972 the heads of the departments and schools noted a total of sixteen vacancies on their faculties.

The respondents were asked to record faculty members (FTE) by salary

TABLE 13

EXPENDITURES OF LIBRARY EDUCATION AGENCIES BY PRIMARY PROGRAM AND BY PURPOSE

Purpose	Undergraduate Major/Minor in L.S.	Graduate Degree in L.S.	Graduate Degree in Education with L.S. Major/Minor	Library Technician	Other	Total
Administrative salaries	\$ 77,243	\$ 326,183	\$ 22,000		\$ 47,864	\$ 473,290
Instructional salaries	346,857	1,416,893	262,947	\$11,693	126,632	2,165,022
Secretarial, etc., salaries	44,880	197,899	21,696		13,600	278,075
Student assistants	29,505	125,939	14,775	500	10,800	181,519
Fellowships		160,494	59,800			220,294
Visiting lecturers	327	14,370	400	150	3,000	18,247
Collections	33,155	90,357	19,300	400	5,000	148,212
Binding	7,483	2,624	150		1,000	11,257
Travel	3,381	37,698	4,400	850	5,000	51,329
Equipment	30,964	124,804	17,535	600		173,903
Other	42,557	221,525	62,000			326,082
Total	<u>\$616,352</u>	<u>\$2,718,786</u>	<u>\$485,003</u>	<u>\$14,193</u>	<u>\$212,896</u>	<u>\$4,047,230</u>

38 Records Totaled

TABLE 14
PERMANENT FULL-TIME FACULTY MEMBERS OF LIBRARY EDUCATION AGENCIES
BY FACULTY RANK AND BY PRIMARY PROGRAM

Primary Program	Professor	Associate Professor	Assistant Professor	Instructor	Other	Total
Undergraduate major/minor in L.S.	1	7	16	8	1	33
Graduate degree in L.S.	20	29	48	6	5	108
Graduate degree in education with L.S. major/minor	2	1	10	4	1	18
Library technician				1	1	2
Other	<u>2</u>	<u>4</u>	<u>6</u>	<u>8</u>	<u>—</u>	<u>20</u>
Total	<u>25</u>	<u>41</u>	<u>80</u>	<u>27</u>	<u>8</u>	<u>181</u>

33 Records Totaled

range and to report the information on the basis of a nine-month salary. The distribution (see Table 15) shows that only 5 percent earned less than \$9,451, and that 56 percent received more than \$12,320. In comparison to compensations for similar positions in their academic institutions, thirty-seven of the schools said their salary scale was identical; four said their salaries were higher; seven said their salaries were lower. Six of the schools did not make the comparison.

Degrees and Programs

Fifty-three of the schools and departments offered a combined total of ninety-five possibilities for degrees. The fifty-fourth institution reported that the minimum hours it offered towards state certification for a school librarian did not meet its requirement for a minor and that its courses were merely electives. In the other institutions included in the survey, there was a single doctoral program, six sixth-year specialists' programs, twenty-five master's programs, nineteen possibilities for a major, thirty-six for a minor, four for an associate degree, and four possibilities for "other" degrees or certificates.

Answers to the question concerning the areas of library work for which specific programs were offered show that opportunities for education for school library/media center work are far greater than for any other type. According to the returns, fifty of the departments and schools offer specific programs for school library/media specialists; twenty-one of them provide programs for public librarians; eighteen, for academic library work; nine, for special library work; and nine for positions involving automation of library operations. Review of the individual returns suggests that a few of the schools may have counted a basic course as preparation for specialized work.

Respondents were asked to supply the number of courses they offered currently that corresponded to course areas that were identified on the survey form. They were instructed not to count a course more than once and to include only courses that had been taught at least once since 1970. They identified 913 courses that they felt matched the thirty-seven course areas listed on the survey form. According to the information they supplied, 612 of their courses concern types of libraries and aspects of librarianship; 191 deal with literature, bibliography, and subject reference; and 83 relate to types of materials (government documents, maps, etc.). In addition, the respondents noted 71 courses that they felt did not fit under any of the headings given on the survey form. Of the courses listed, the respondents recorded more that were focused on school library/media service than was true for other type of library service.

In addition to their on-campus programs, eighteen of the departments and schools conduct extension courses. They taught forty-six such courses in 1971-72, with enrollments totaling 722. One undergraduate depart-

TABLE 15
FACULTY MEMBERS (FTE) OF LIBRARY EDUCATION AGENCIES
BY SALARY RANGE AND BY PRIMARY PROGRAM

Primary Program	Under \$9,450	\$9,451- \$12,320	\$12,321- \$14,970	\$14,971- \$20,120	Over \$20,120	Total
Undergraduate major/minor in L.S.	5.6	26.3	6.0	5.0		42.9
Graduate degree in L.S.	1.0	34.0	34.5	33.0	8.0	110.5
Graduate degree in education with L.S. major/minor	.5	6.0	7.0	5.0		18.5
Library technician		4.0				4.0
Other	<u>2.2</u>	<u>4.0</u>	<u>6.1</u>	<u>3.0</u>		<u>15.3</u>
Total	<u>9.3</u>	<u>74.3</u>	<u>53.6</u>	<u>46.0</u>	<u>8.0</u>	<u>191.2</u>

54 Records Totaled

ment indicated that it offered a correspondence course but provided no further information about it.

Students

There were 4,583 students enrolled in the fifty-four programs during the regular academic year of 1971-72. In round numbers, 67 percent of the students were enrolled on a full-time basis and 33 percent on a part-time basis. Forty percent of the students were registered in the graduate programs in library science, 35 percent in undergraduate, 11 percent in graduate programs in education, 13 percent in media programs, and 1 percent in library technician programs. Eighty-five percent of the students were female and 15 percent were male. Information on race was provided for only 2,912 of the students. Again in round numbers, 83 percent of the students were white, 14 percent were black, 2 percent were of Spanish ancestry, and the remainder were of other races. Data supplied by the schools and departments in the predominantly black institutions skew the regional figures on enrollment by race.

Summer-school enrollment totaled 3,110, almost a third less than that during the regular session, and showed some significant differences from that reported for the regular academic year. Enrollment in the graduate library science programs constituted a larger percentage (51 percent) of the total enrollment than had been the case during the regular session. Registration was also higher (16 percent of the total) for the graduate programs in education and slightly higher (14 percent of the total) for the media programs than during regular session. Enrollment in the undergraduate programs dropped to 19 percent of the total, and for all practical purposes, no students pursued the paraprofessional programs. The number of full-time students increased to 79 percent of the total, and the number of females enrolled increased slightly to 87 percent. Although the percentage of blacks dropped from 14 to 13 percent, and the percentage of people with Spanish surnames increased from 2 to 3 percent, the distribution of the students by race remained essentially the same during the summer session as it had been during the regular academic year.

Of the forty-nine departments and schools that compared 1972-73 enrollment with that for 1971-72, twenty-seven said that the 1972-73 registration was higher, thirteen said it was lower, and nine said it was the same.

The schools awarded a total of 229 fellowships during the year. The graduate library schools granted 184 of the fellowships, and departments and schools of education awarded 34 for graduate work leading to a major or minor in library science.

Including the 1972 summer session, 1,660 individuals were graduated from the programs during 1971-72. Forty-nine percent satisfied the requirements of a graduate library school; 21 percent completed an under-

graduate major or minor; 17 percent earned a graduate degree in education with a major or minor in library science; 12 percent met the requirements of a media program; and 1 percent finished a paraprofessional program. Expressed in a slightly different fashion, 64 percent of the individuals were awarded a master's degree; 1 percent, a sixth-year specialist's degree; 32 percent, an undergraduate degree; 1 percent, an associate degree; and 1 percent, some other kind of a certificate. (Because of rounding, the figures do not total 100 percent.) There were no doctorates included in the degrees reported.

Data concerning their in-state and out-of-state status were supplied for 1,248 of the graduates. Using payment of in-state fees as the determining factor, 61 percent (765) of the graduates met the in-state definition. Twenty-four percent (300) of the graduates were from one of the nine SELA states but not the state in which the institution awarding the degree was located. Twelve percent (149) of them were from out of the region, and 3 percent (34) were foreign (alien) students. The largest numbers of out-of-state, out-of-region, and foreign graduates were reported by the graduate library schools; only 43 of the 285 students who completed the undergraduate programs were identified in these three categories.

Of the forty-six that answered the question, thirty-one schools noted that placement of graduates was handled by another unit of the university. Fifteen provide placement services themselves. From the records available, the departments and schools were able to identify the geographic location of 902 of their 1971-72 graduates. According to these records, 68 percent (616) of the graduates were employed in the same state in which the institution from which they had earned their degree was located, and 17 percent (151) of the graduates went to work in some other state in the Southeast; thus, 85 percent of the graduates remained in the region. Fourteen percent (126) left the region but stayed in the United States. Eight of the graduates were employed outside the United States.

Workshops and Services

During the years 1967-1972, the library/media education agencies conducted or cosponsored 175 workshops, short courses, and institutes. The graduate library schools reported 114 of that number. Federal funds supported 65 of these institutes and programs. In addition to those receiving federal funds, two library/media education agencies received financial support from state library agencies; four were awarded grants by foundations; and four obtained funds from other sources for workshops.

A list of ten selected subjects was included on the survey form, and the respondents were asked to indicate how many, if any, workshops and other programs they had conducted that related to these subjects. They recorded a total of 169 programs, only 6 less than the total number offered during

the period covered. The subjects on which the most workshops focused were: media services and programs, 76 workshops; administration and management, 14; and service to minorities and the disadvantaged, 13. The agencies noted a total of 7,806 participants in these 169 workshops.

Other activities of the library/media education agencies appear to be limited. During the last five years, only thirteen of the schools or a member of their faculties had received a research contract or grant. One library school publishes a journal and two publish a series of lectures or essays.

Collections

Thirty-one of the schools maintain a collection of materials, and twenty-one of them provided information on the size of their collection. Five of the schools had fewer than 5,000 volumes of books and bound periodicals; eight held between 5,000 and 10,000 volumes; three reported from 10,001 to 20,000 volumes; four had between 20,001 and 30,000; and one claimed more than 30,000 volumes. In twenty-one of the schools that do not maintain separate collections, the university library usually buys any title requested by a member of the faculty of the library school.

Equipment and Quarters

The availability of equipment in the quarters of the departments and schools appear to be limited. Tape recorders and slide projectors were found in thirty-five, and film projectors were available in thirty-two. Seventeen of the schools had microfilm readers; twenty, microfiche readers; and nine had a reader-printer. Twenty-five reported that a photocopy machine was located in their quarters.

Twenty-nine of the fifty-one departments and schools that answered the question are located in the university or college library. The remaining twenty-two share a building with other units of the institution. Many of this latter group have no assigned space other than faculty offices. Of the thirty-three departments and schools that provided information on the area of their quarters, sixteen had 5,000 or more square feet of space. Twenty-four of the schools said that a production laboratory was included in their quarters. Plans to expand or change the location of their quarters were noted by twenty-five schools.

Comparisons

The 1947 survey identified twenty-seven schools offering courses in library science.²⁶ Four of them were accredited by the ALA as Type II²⁷ schools, and two held accreditation as Type III²⁸ schools. Before the 1947 survey report was completed, however, most of these accredited schools were converting or had converted their programs from a fifth year profes-

sional to a graduate program that culminated in a master's degree. The report noted that the library schools at Atlanta and Emory universities had both established new programs leading to a master's degree.²⁹ In 1972 fifty-four agencies offering library science and media services courses submitted returns. Six ³⁰ of the schools were accredited by the ALA at the time the survey questionnaires were distributed. By mid-1975 six ³¹ more of the library schools had received ALA accreditation.

In 1947 the twenty-seven library education agencies recorded an enrollment of 1,449.³² Enrollment reached 7,693 in 1972, an increase of slightly more than 500 percent over 1947.

The recommendations contained in the 1947 report called for the "strengthening of library education at all levels" and identified specific areas where action was needed.³³ The first of these areas concerned the need to provide "minimum essential training for the nonprofessional staff member." During the 1960s a beginning was made to meet this need with the establishment of the library technician training programs. The second area was a broad one encompassing financial support, academic and professional qualifications of faculty members, and curricula of library schools. The findings of the 1972 survey show that faculty salaries in most of the library schools are comparable to those received by other instructional personnel, but data concerning financial support for collections and other purposes are not conclusive. Returns from the personnel questionnaires show that thirty-four library school faculty members held doctorates in contrast to five in 1947.³⁴ The recommendation concerning curricula stressed that the library schools should continually adjust their curricula "to the changing professional ideas and regional patterns." Some adjustment has certainly occurred, and courses that deal with areas of current concern have been introduced in addition to courses reflecting technological progress. The third area was focused on the region's need for a doctoral program and research in library science. The library school at Florida State University has initiated a doctoral program, and at least one other school is planning such a program. The need for scholarships, fellowships, and internships, identified as another area for action, has been met for a number of years under Title IIB of the Higher Education Act. Also, a need was defined for "more frequent opportunities" for in-service and continuing education programs for librarians of all types. Notwithstanding the workshops and institutes reported above, opportunities for continuing education have remained limited in the region. Finally, recruitment was mentioned as an area that should receive attention. Today the problem would more likely be expressed in terms of oversupply.

Because of the nature of available data, comparisons of survey findings with national measures are limited. The *North American Library Education Directory* ³⁵ covers fifty-one library education programs in the Southeast, five of which are not represented in this survey. Statistical data in the

Directory do not lend themselves to comparisons with survey findings.

The analysis of degrees awarded in 1971-72 by institutions in the South recently released by the SREB identifies library science as one of the eight areas in which the region was producing a high percentage of the master's degrees awarded in the nation and where the number of degrees granted showed an increase over the previous year.³⁶ A "high percentage" was defined as being between 21 and 28.6 percent of those awarded in the nation. No indication of the ranking of the region's output of undergraduate majors and minors in library science was given. At the doctoral level, library science was included in the category of those fields where degrees awarded represented a "lesser share" (6.3 percent to 21 percent) of the nation's output but where the share increased from 1971 to 1972. The SREB report shows that, nationally, 989 bachelor's degrees with a library science major, 7,435 master's degrees in library science, and 64 doctorates were awarded.³⁷ The Southeast as defined by the SREB includes fourteen states.

In a recent study of leading professional schools, the deans of the schools were asked to identify the "five most outstanding schools in their own profession." No library school in the Southeast was included in the resulting list of the top five.³⁸ The report of the study presents tabular measures of the organization and operation of the different types of professional schools. The data for the library schools, some of which may be located in the Southeast, show that 84 percent of their budgets came from institutional funds; this survey found that 86 percent of the income of the schools in the region came from that source. Study data indicate that 25 percent of the enrollment of the twenty-seven library schools was male and that 8 percent of the students were of minority races. Survey results show that in the Southeast males constituted 15 percent of the enrollment and minorities 17 percent. As indicated earlier, the data on minorities are skewed because of the library schools in predominantly black institutions.

Generalizations

Preparation for positions in various types of libraries is being provided at graduate, undergraduate, and other postsecondary levels in the region. The graduate programs, and specifically those programs accredited by the ALA, dominate most areas of education for librarianship. Although they represent only 28 percent of the library education agencies covered in the survey, the graduate library schools received 69 percent of the income, reported 67 percent of the expenditures, employed 60 percent of the faculty members, enrolled 40 percent of the students, and awarded 49 percent of the degrees. If the measures describing the programs which offer a graduate degree in education with a major or minor in library science or a graduate degree in media are added to those for the graduate library schools, the concentration of resources and activity at the graduate level would be even more pronounced.

Many of the twenty-three undergraduate programs are operated without the full-time services and commitment of any individual. The director of the library oversees the program in addition to his other responsibilities, and courses are taught by members of the library staff. The programs exist solely to enable the students to meet the requirements for state certification. Some of the departments offer only four courses, and survey data indicate that some of the institutions have not made adequate provisions for their support. The departments and schools offering media programs give more emphasis to nonprint materials than do those identified as library science programs. Survey returns from the library technician programs were too incomplete to support any conclusions.

Survey findings reveal a considerable push within the region to increase the number of programs accredited by the ALA. The impetus for expansion comes from practicing librarians as well as from the schools themselves. Justification for additional library schools must be based on data covering enrollments and placements of library school graduates over a five to ten year period as well as on projections of library manpower needs. Including data for only a single year, survey findings cannot provide an adequate basis for evaluating the need for additional accredited programs.

The survey data underline, however, the sharp decline in the undersupply of librarians. Most of the problems that administrators of every type of library encounter in filling positions relate to the fact that the salaries and benefits they offer are not competitive. Out of 717 library administrators, only 9 felt that there was a shortage of beginning librarians, and 522 of them encountered no difficulties in filling vacancies. If the figures recorded by library administrators concerning vacancies and anticipated new positions are typical, there is no legitimate need to expand the programs of existing library schools or to increase the number of schools. If survey recommendations concerning the need for more personnel for public libraries, school media centers, and state library agencies are implemented, there will be a need for the expansion of library education agencies.

Adequacy of financing for the library/media education agencies is difficult to analyze because of the differences in the programs themselves. Generalizations about finances have, therefore, been restricted to comments on faculty salaries, endowments, and fellowships. In the majority of the library education agencies, the members of their faculties are compensated on the same basis as faculty members of other units of the institutions. Endowments are not widely held by library schools, and they lack the opportunities for the "extras" that endowment income can provide. Permanent scholarship and fellowship funds exist in some of the library schools, but federal funds have provided most of the support for students in recent years. The schools need to establish permanent sources of funding for fellowships.

Judged by professional background, the faculty members of the library

education agencies appear to be better equipped to provide graduate-level instruction than had been the case earlier. Data on their work experience raise the possibility of earlier entry of librarians into the field of instruction. Specifically, individuals holding the rank of instructor have more years of teaching experience than of library experience. This statement does not imply that individuals join library school faculties only at the level of instructor; it does suggest that many individuals who enter these faculties as instructors remain in the teaching profession and that they come in with fewer years of experience than are reported by personnel at other levels.

Approximately 85 percent of the students enrolled in the library/media programs were born in the nine-state area, and approximately 85 percent of those for whom data were available went to work in the region. While this situation gives the library schools an excellent opportunity to relate their programs to the region, it also poses the problem of provincialism.

The departments and schools of library science appear to be doing very little in the way of investigation and research and to pursue only a limited publication program.

Recommendations

1. *Undergraduate programs in library science and media services need to be strengthened.* Librarians should discourage the offering of such programs where they are not adequately funded and staffed. The commissions on higher education should be urged to examine the programs currently in operation in their respective states with a view to the adoption of a policy concerning the number of programs that the state needs to support.

2. *The library education agencies need to exercise their responsibilities in relation to continuing education more effectively.* They need to provide leadership and support for experiments with different approaches to continuing education for all types of library personnel.

3. *Library schools and departments of library science need to become more active in the area of research and investigation both in their own programs and in the support and stimulation they provide practicing librarians.*

F. LIBRARY/MEDIA SUPERVISORS OF LOCAL SCHOOL SYSTEMS

The mailing lists for library/media supervisors or consultants for local school systems were the least exact of all those utilized for the survey. Although the lists were reviewed carefully, survey forms were directed to a number of individuals who were not library/media supervisors. Questionnaires were sent to 519 individuals, and 163 forms were returned. There were 131 usable returns. Most (ninety-six) of the library/media supervisors covered in the survey were employed by county systems (see Table 16). Thirty of them worked in city systems, four served two or more systems, and one worked with private schools.

TABLE 16

**SCHOOL SYSTEMS WITH LIBRARY/MEDIA SUPERVISORS
BY TYPE OF SYSTEM AND BY STATE AND REGION**

State	County System	City System	Private System	Two or More Systems	Total
Alabama	1	3			4
Florida	17				17
Georgia	34	1		2	37
Kentucky	2	1	1		4
Mississippi	1	6		1	8
North Carolina	26	10		1	37
South Carolina	4	3			7
Tennessee	4	2			6
Virginia	7	4			11
Region	<u>96</u>	<u>30</u>	<u>1</u>	<u>4</u>	<u>131</u>

131 Records Totaled

Fifty-nine of the library/media supervisors reported directly to the local superintendent, forty-three to an assistant superintendent, and two to an area superintendent. The remaining twenty-five were responsible to some other official. Including the library/media supervisors, there were 1,246 supervisors or consultants who had the title of chief or who held a similar rank in the 128 school systems for which these data were supplied. In 60 of the systems, these supervisors met at regular intervals; in 37 they met several times a year; in 3 annual meetings were conducted; and in 23 systems, meetings were never held. Information was not provided for the remaining systems.

There were 3,758 schools in the systems in which the library/media supervisors were employed. Southern Association accreditation had been achieved by 1,971 of these schools, and 2,964 had earned accreditation by a state department of education. According to the returns, 82.6 percent of the schools employed a full-time library/media specialist; 12.6 percent had a part-time library/media specialist; and 4.8 percent were without a library/media specialist. Including employees at both the system level and the members of the staffs of the media centers in the local schools, the library/media consultants supervised in varying degrees 4,203 individuals.

Staff

At the system level, 588 individuals reported to the library/media supervisors. Of that number, 187 (32 percent) had a degree in library science or media services or met state certification requirements, and 401 (68 percent)

were clerical or support personnel (see Table 17). In thirty-five of the systems, the library/media supervisor had at least one library/media specialist on her staff, and eighty of the supervisors had a full-time secretary. In late 1972 the library/media supervisors reported a total of two professional vacancies on their staffs. They expected to add twenty-one new professional positions and thirty-three nonprofessional positions in 1972-73.

TABLE 17

LIBRARY/MEDIA STAFF MEMBERS EMPLOYED AT THE SYSTEM
LEVEL BY SCHOOL SYSTEMS WITH A LIBRARY/MEDIA SUPER-
VISOR BY TYPE OF POSITION

Type of Position	Number of Employees
Library/Media Specialist II	99
Library/Media Specialist I	88
Library/Media Technician	66
Clerical	335
Total	<u>588</u>

The library/media supervisors were asked to include themselves in reporting the salaries of professional personnel. The distribution of professional staff members by salary range (see Table 18), therefore, covers more people than the 187 reported above. Ninety-nine (42 percent) of the library/media specialists employed at the system level earned above \$12,000, but fifty-five (23 percent) received less than \$7,000. In forty-eight of the systems, the beginning salary for a person with a master's degree in library science or media was below \$7,000.

TABLE 18

PROFESSIONAL LIBRARY/MEDIA PERSONNEL EMPLOYED AT
THE SYSTEM LEVEL BY SALARY RANGE

Range	Number of Employees
Less than \$4,000	10
\$4,000 - \$4,999	21
\$5,000 - \$6,999	24
\$7,000 - \$8,999	27
\$9,000 - \$11,999	57
\$12,000 - \$15,999	70
\$16,000 - \$19,999	28
Over \$20,000	1

Contract lengths varied for the library/media supervisors. Fifty-eight held contracts that covered twelve months, and forty-five had contracts that coincided in length with the school year. The remaining supervisors reported contracts of differing durations. A number of the individuals in this last category were employed on a part-time basis; in addition to their supervisory responsibilities, they worked in media centers during the school year.

Finances

Including the funds they administered, the income of the library/media supervisors (102 reporting) amounted to \$12,218,913, or an average of \$119,793. Sixty-nine percent of that amount came from state and local sources; 38 percent was supplied by federal funds; and gifts, contract income, and other sources provided the remainder. Income was greater in 1972-73 than in the previous year for 60 percent of the library/media supervisors, less for 22 percent, and approximately the same for the rest.

The expenditures of the library/media supervisors (93 reporting) totaled \$12,169,937 (see Table 18). In round figures, 41 percent of the disbursements were devoted to salary and wage payments; 33 percent to the purchase of printed materials; 17 percent to the acquisition of nonprint materials; 8 percent to costs of supplies; and slightly less than 2 percent to other purposes.

Collections

Collections of several different types of materials are maintained at the system level. In some systems a materials center has been established to bring the collections together. The library/media supervisor may be responsible for the administration of the center or for the management of some of the collections if no center exists.

Seventy-three of the library/media supervisors noted that they handled a professional collection. These collections are normally cataloged, permanent collections that are used regularly by personnel of the local schools. The collections contained 179,472 volumes, of which 20,487 had been added during the year. Twenty of the supervisors managed a textbook collection. Titles in these collections are changed frequently, and few records are maintained. The textbook collections included 401,986 volumes, and 21,038 of those volumes had been added during the year.

New or review book collections were administered by thirty-five of the library/media supervisors. Like the textbooks, the new books are changed often and records of the collection are limited. There were 34,681 volumes in the new book collection, of which 14,581 had been added during the year. Only six of the supervisors reported responsibility for a deposit collection. These collections contained almost 110,000 volumes, but the

additions amounted to only 3,762 volumes. A collection of nonprint materials falls within the jurisdiction of fifty-nine supervisors. These collections approach the professional collections in size, rate of additions, and frequency of use by local personnel. The supervisors reported 138,167 titles in the nonprint collections and indicated 18,437 of the titles had been added during the year.

Services and Activities

Over 70 percent of the library/media supervisors stated that they regularly provided assistance regarding eleven of the twelve selected areas of activity or problems that were listed on the survey form. The matters on which most of the supervisors provided assistance and consultative services were: use of ESEA Title II funds (120 reported); accreditation procedures (116); planning of media center quarters (111); collection development (111); weeding (109); and use of state funds (107).

Eighty-eight of the library/media supervisors said they participated in some way when library/media specialists were employed in the local schools that they supervised. Based on this participation and on their observation of employment experiences, seventy felt that the schools in their respective localities had no difficulty in finding library/media specialists. Twenty of them, however, had encountered a shortage of experienced library/media specialists; thirteen found a shortage of beginning library/media specialists; and ten had encountered difficulties in securing a person prepared to work in a specific type of school. Salaries that were not competitive constituted the chief obstacle according to five supervisors, and three felt that geographical location handicapped the schools they supervised.

Over half (seventy-seven) of the library/media supervisors meet on a regular schedule with the local media center personnel that they supervise, and forty-eight of them meet irregularly. Three hold meetings annually or less often, and two never call meetings. At the meetings, the supervisors discuss administrative matters (125 so reporting); provide in-service training (111); and include some continuing education programs (54).

Centralized processing services are provided by fifty-five of the library/media supervisors. Although the services are usually available to any media center in the system, in a few cases, they are restricted to centers serving a specific type of school or centers lacking professional personnel. Seventy-two of the supervisors indicated that they administered a centralized film or other nonprint materials program. Earlier, fifty-five had reported that they were responsible for the management of nonprint collections. They provided no explanation for the differences in their answers to the two questions.

Most of the library/media supervisors exercise some responsibility in relation to the construction or remodeling of media center quarters in the

local schools. Fifty-eight noted that the nature and extent of their responsibility varied from school to school. Eight of them were involved in or responsible for all phases of planning, construction, and remodeling of media center quarters, and twenty-six said that they approved all plans for such quarters. Twelve supervisors indicated they had no responsibility whatsoever.

In 108 of the systems, the library/media supervisor collects data on the resources and services of the individual media centers. Seventy-three of the supervisors then tabulate the data and distribute the results to media center personnel and other appropriate individuals.

Library/media supervisors are not significantly involved in the preparation of publications. Annual reports are prepared by 108 supervisors, and 39 of them issue a newsletter. Lists of new nonprint materials are compiled and distributed by 70 supervisors and lists of new books by 56. Seventy-one supervisors prepare bibliographies on topics of current interest.

Communication between state school library/media consultants and the library/media supervisors of local systems in the form of on-site visits appear to be limited, although eighty-nine of the local supervisors noted that state consultants would come when requested to do so. Twenty-four of the local supervisors reported that they received annual visits, and six said they were visited several times a year. Seven of the local supervisors said they were never visited.

TABLE 19

EXPENDITURES OF LIBRARY/MEDIA SUPERVISORS BY PURPOSE

Purpose	Total
Salaries	\$ 4,947,737
Printed materials	4,004,798
Nonprint materials	2,044,337
Supplies	972,521
Other	200,544
Total	<u>\$12,169,937</u>

According to the returns, twenty-three of the library/media supervisors were using computers and other machines in their operations, and six had definite plans to do so. Computers were used most often in catalog card production (reported by fifteen supervisors) and in accounting (fourteen supervisors reported). Of the thirteen supervisors who answered the question, seven used computers administered by the school system; four shared computers with other agencies; and two said they made use of rented equipment. Most of the related equipment was administered by the school system.

Ten of the supervisors noted that they maintained externally produced data bases such as the ERIC tapes, and seven reported that other units of the school system had such data bases. Seven of the supervisors indicated that they had produced data bases themselves.

Quarters

Only a small percentage of the library/media supervisors reported that rooms were available at the central office for the use of different kinds of materials. In fifty-five of the systems, a reading room was available; fifty-six systems had a viewing room; forty-four had a listening room; and forty-eight had a production laboratory. Not all of these facilities were administered by the library/media supervisors. Of the 126 supervisors who answered the question, 75 said their present quarters were adequate for the work they performed.

Comparisons

Few library/media supervisors were employed by school systems in the Southeast in 1947. The report of the 1947 survey mentions supervisors of school libraries in Raleigh, North Carolina, and in Fulton County, Georgia,³⁹ but provided no information about their work or about any other library supervisors at the system level. One of the recommendations presented in the 1947 report dealt with the need to establish such positions.⁴⁰ The 1972 survey produced measures of 131 such positions, and the mailing lists suggest the possible existence of over 380 more.

The national standards for media programs cover in some detail district (system) level programs. Thirteen responsibilities or functions that should be exercised at this level are outlined.⁴¹ Because of their nature, the statements concerning these responsibilities cannot be easily related to survey findings regarding personnel, activities, and quarters.

Generalizations

The activities of the library/media supervisors as revealed by the current survey can be considered in four broad categories: direct service and assistance, collection maintenance, planning and evaluation, and communication and interpretation. The extent to which the individual supervisors engage in the various activities encompassed in those categories depends on the local environment and the way in which the role of the supervisor has been defined in the respective school system.

Survey data show that the time of library/media supervisors is deeply committed to the provision of direct services and professional assistance to media center personnel in the individual schools. Services available from the processing centers, for example, relieve local personnel of time-

consuming routines and help to produce catalogs of a quality, and sometimes in a format, that would not always be possible if the work were handled by the local staff. The existence of some strong processing centers provides a basis for the development of a network of media center processing programs and of the eventual establishment of some kind of a relationship with the Cooperative College Library Center and the Southeastern Library Network.

Most of the library/media supervisors work closely with local media personnel and with local school administrators in resolving problems of immediate concern to the local folk. Survey returns from the local media centers confirm that the contacts between the supervisors and local personnel are frequent. The supervisors may well make their greatest contribution to library development through the provision of this on-site assistance. School systems without a library/media supervisor are denying media personnel a decisive support, and those systems should endeavor to change the situation by employing a library/media supervisor independently or in cooperation with another system.

Although library/media supervisors administer some of the collections that are maintained in the central offices of the school systems, they are not by any means responsible for all of them. In the case of textbooks, that collection may more appropriately be assigned to another supervisor. Collections of professional materials, of review copies of new books, and of nonprint materials should be administered by the library/media supervisor. These collections should be closely related to the holdings of the media centers in the individual schools. The library/media supervisor has both the contacts and the professional expertise needed to sustain strong relationships between the central and local collections and to promote the utilization of these resources by system level personnel. System administrators should unify these central collections under the direction of the library/media supervisor and assign to the supervisor the personnel required to operate the collections.

The extent to which the library/media supervisors engage in system-wide planning and evaluation cannot be convincingly measured by the survey returns. The findings do show, however, that planning activities have not, in most systems, been given high priority. In some cases, conditions discourage and even prevent the library/media supervisor from formulating and implementing long-range plans. Certainly, a system-wide plan for the development of media resources and services should be produced under the leadership of the library/media supervisor. Such a plan should take into consideration the unique characteristics of the individual schools and the particular needs of their pupils but at the same time view the schools in relation to each other and as components of the total system. Resources are, thus, developed to serve the needs of the individual school but with an awareness of the resources available elsewhere in the system. A system-wide

plan means that pupil services can be organized and coordinated so that pupils can advance easily from one school to another, building upon the media skills they have already mastered.

The library/media supervisor not only should provide the leadership for the formulation of a system-wide plan but also must be responsible for its implementation. Continuing evaluation is an important phase of any planning process and must be included in a system-wide plan for the development of media programs. The results of the evaluation should be so organized that they can be incorporated into the reports to administrators at both the system and local levels.

The functions and activities of the library/media supervisor in relation to communication and interpretation overlap to a considerable extent the leadership responsibilities involved in planning and evaluation. Library/media supervisors must interpret to other supervisors in the system and to school administrators the services that media centers can supply and explain to them the needs of the media centers. At the same time, the library/media supervisors bear the responsibility for communicating to media center personnel those developments, discussions, and decisions that have implications for school media programs. In effect, the library/media supervisor must serve as a communications channel for local, system, and state level personnel for information about media services and for information important to the operation of media programs. The library/media supervisors appear to have regular and productive contacts with both system and local personnel. Although survey findings show that some supervisors do not make use of such a simple communications vehicle as the annual report, the questionnaires reveal that most of them are keenly aware of their responsibilities in this area and that they endeavor to provide adequate communication and to serve as spokesmen for media programs and services.

The extent to which the library/media supervisors carry out functions related to services, planning, collections, and communication is determined to a considerable degree by the staff available. In many systems, the supervisor lacks not only a professional assistant but also does not have the support of a full-time secretary. These systems are usually the smaller ones, and they need the full array of supervisory services available to their media centers. These systems should seek contractual relationships with other systems in order to increase the number of supervisory personnel available to work with staff members of the local media centers.

Recommendations

1. *School systems lacking library/media supervisors should add such positions to their staffs or join with other systems in sharing the costs of such services.*
2. *Administrators of school systems should expect and encourage the library/media*

supervisors to prepare and to implement long-range plans for the development of media programs within the system.

3. Library/media supervisors should provide aggressive leadership for the development of library/media resources within the school system and seek to establish a working network of media centers.

4. Library/media supervisors should take the leadership in establishing working relationships between the media centers and the other libraries likely to be used by the school pupils.

III

POINTS OF SERVICE

People of the region receive direct library service from academic, public, school, and special libraries. Survey findings concerning these types of libraries are presented in the following pages. The findings are reported separately for each of the four types of libraries, and the recommendations for action are included with the presentation of the findings regarding each type of library. The statement concerning academic libraries is given first and those for public, school, and special libraries follow.

A. ACADEMIC LIBRARIES

For purposes of this survey, academic institutions and therefore the libraries that serve them have been classified in three categories. First, "universities" covers those institutions that grant graduate and other post-baccalaureate degrees. Second, "colleges" includes those institutions that award baccalaureate degrees. Third, "other" encompasses community colleges, technical institutes, and any postsecondary institutions that offer less than a baccalaureate degree. Libraries in all three categories of institutions completed the same survey form. Academic institutions with law schools and medical schools were requested to submit a separate report for the libraries serving those schools. The following presentation of the findings of the survey concerning academic libraries, therefore, excludes data relative to law school libraries and medical school libraries; those libraries are described separately later in this section. Data measuring education, science, and other departmental libraries are included in the general tabulations.

Questionnaires were mailed to libraries in 626 academic institutions, and 376 of the forms were returned. Only 9 of the replies were not usable.

Survey forms were completed by libraries in 90 universities, 113 colleges, and 164 "other" institutions (see Table 20).¹ Considered from the standpoint of their primary source of support, 59 percent of the academic institutions covered in this survey are public and 41 percent are private. The majority of both the universities and the "other" institutions are public, but the reverse is true of the colleges. The institutions covered by the survey returns had a Fall 1971 enrollment of 903,907 students.

Within the individual academic community, the director or head of the library most commonly reports to a vice president or a dean, and usually that person is the only one in the chain of command between the director of the library and the president of the institution. Fifty of the library directors said there were two or more positions between theirs and that of the president. The director of the library, therefore, appears to occupy a position of stature at a high level of the administrative hierarchy of the institution.

The existence of a library committee was reported by 345 of the academic libraries. Such committees were found slightly less often in the "other" institutions than in colleges and universities.

Finances

Income of the academic libraries amounted to \$96,649,885 during 1971-72. In spite of the fact that they were the fewest in number, university libraries, because they serve larger institutions and have more extensive responsibilities, accounted for 70 percent of the reported income. College libraries received 17 percent of the total income and "other" libraries, 13 percent. Libraries in private institutions received only 24.4 percent of the total income although they represented 41 percent of the population.

Analysis of the income by source reveals that institutional funds supplied the largest portion (88.7 percent) of the total amount. Foundations contributed 5.2 percent of the total; federal funds accounted for 2.3 percent; endowment income provided 1.2 percent; gifts, academic departments, and miscellaneous other sources supplied 2.7 percent. With only minor exceptions, the distribution of income by source is similar for each of the three categories of academic libraries. In comparison with the above distribution, university libraries received a higher proportion of their support from institutional funds and endowment income and a smaller percentage from federal funds. The distribution of the income of the libraries of private institutions definitely differs from those of public institutions, with federal funds, endowment income, gifts, and foundation grants comprising a greater proportion of the income of the libraries in private institutions. Income was higher for 250 libraries than it had been during the previous year; in 75 libraries it was lower, and in 37 it was approximately the same.

TABLE 20

ACADEMIC LIBRARIES BY TYPE OF INSTITUTION AND TYPE OF SUPPORT AND BY STATE AND REGION

State	University		College		Other		Total	
	Public	Private	Public	Private	Public	Private	Public	Private
Alabama	7	3		5	7	3	14	11
Florida	9	5		3	17	2	26	10
Georgia	7	4	8	13	12	6	27	23
Kentucky	6	3		4	5	3	11	10
Mississippi	4	1	2	7	14	1	20	9
North Carolina	8	2	3	14	25	5	36	21
South Carolina	2	4	6	14	22	5	30	23
Tennessee	9	2	1	13	6	3	16	18
Virginia	<u>10</u>	<u>4</u>	<u>4</u>	<u>16</u>	<u>24</u>	<u>4</u>	<u>38</u>	<u>24</u>
Region	<u>62</u>	<u>28</u>	<u>24</u>	<u>89</u>	<u>132</u>	<u>32</u>	<u>218</u>	<u>149</u>

367 Records Totaled

Data on income reveal that academic libraries in the region have not been able to amass significant trusts and endowments. Income derived from invested funds constituted less than 2 percent of the total amount reported by the academic libraries. In 1972 the principal of all endowments, trusts, and other funds held by the libraries amounted to \$19,700,243, and almost half of that amount was recorded by libraries in North Carolina. Although the principal as well as the income of such investments can vary because of economic fluctuations, endowments provide a library with supplemental funding for the development of special collections. The lack of such a base has handicapped academic libraries as they worked to develop strong research holdings.

Academic libraries spent \$93,503,339 during 1971-72 (see Table 21). Salaries and wages consumed 52 percent of the total spent. The purchase of printed materials accounted for 35.9 percent; binding costs, 2.8 percent; and acquisition of nonprint materials, 1.5 percent. In a few cases the libraries indicated that binding costs were included in the figures recorded for purchase of printed materials. A total of 40.2 percent of the expenditures was, thus, devoted to the collections. Personnel and collections combined, therefore, accounted for slightly more than 92 percent of the monies spent by academic libraries. The remaining disbursements were distributed as follows: supplies, 4.1 percent; travel, 0.3 percent; and miscellaneous other purposes, 3 percent. In addition to their operating expenditures of \$93,503,339, academic libraries noted \$11,410,182 in capital outlay costs.

The distribution patterns for each of the three types of academic libraries varied somewhat from the pattern for the 367 libraries as a whole. Of the three types, the university libraries reported the lowest percentage of expenditures for salaries and the highest for printed materials. The "other" libraries noted the highest proportion of disbursements for salaries, a significantly higher percentage for nonprint materials, and a significantly lower percentage for printed materials. Expenditures as reported by the college libraries corresponded more closely to the distribution for all academic libraries. Expenditure patterns for libraries in public and private institutions also differed from that for the entire group. Salary payments of the libraries in the private institutions accounted for a higher percentage (56.8 percent) of their expenditures and purchase of materials constituted a lower percentage.

University libraries spent the largest amount per student and the college libraries the next largest (\$120.76 and \$114.55, respectively). The "other" libraries spent less than half the amount recorded for either university or college libraries (\$56.19). Library expenditures per student were much lower in public institutions than they were in private institutions (\$97.30 and \$131.31, respectively).

The expenditures of individual libraries varied greatly. Twenty-four of the libraries serving institutions that award graduate degrees spent under

TABLE 21
EXPENDITURES OF ACADEMIC LIBRARIES BY PURPOSE
AND BY TYPE OF INSTITUTION

Type of Institution	Salaries	Printed Materials	Binding	Nonprint Materials	Supplies & Equipment	Travel	Other	Total
University	\$33,841,018	\$24,905,547	\$2,080,903	\$ 575,122	\$2,404,833	\$174,114	\$2,406,330	\$66,387,867
College	7,555,600	5,030,277	372,789	184,252	631,432	29,784	358,083	14,162,217
Other	<u>7,271,640</u>	<u>3,677,678</u>	<u>148,373</u>	<u>635,023</u>	<u>818,685</u>	<u>44,861</u>	<u>356,995</u>	<u>12,953,255</u>
Total	<u>\$48,668,258</u>	<u>\$33,613,502</u>	<u>\$2,602,065</u>	<u>\$1,394,397</u>	<u>\$3,854,950</u>	<u>\$248,759</u>	<u>\$3,121,408</u>	<u>\$93,503,339</u>
Public	\$36,517,359	\$26,907,694	\$2,054,871	\$1,167,208	\$2,963,863	\$191,507	\$2,293,209	\$72,095,711
Private	\$12,150,899	\$ 6,705,808	\$ 547,194	\$ 227,189	\$ 891,087	\$ 57,252	\$ 828,199	\$21,407,528

367 Records Totaled

\$250,000 and twenty-nine spent over \$1,000,000. Expenditures of six of the college libraries were less than \$25,000, and sixteen of them spent more than \$200,000. Thirty of the libraries of the institutions that offer less than a baccalaureate degree reported expenditures of less than \$30,000 and thirty-nine of them recorded expenditures in excess of \$100,000.

Academic library expenditures, including capital outlay, amounted to 4.9 percent of the total expenditures of the institutions they served. Library expenditures in universities equaled 4.4 percent of institutional expenditures; in colleges, 7.4 percent, and in "other" institutions, 6.1 percent. The comparable percentage for libraries in public institutions is 4.9 and for those in private institutions, it is 5.1.

Staff

Employees (FTE) of academic libraries totaled 7,396 (see Table 22). Most of them (92.4 percent) worked in the main library, with only 562 staff members being assigned to departmental libraries. According to the definition followed in the survey, slightly more than 34 percent (2,536) of the staff members were professional employees. Almost half of the professional staff members possessed some administrative responsibility. Because department heads, assistant and associate directors, and even the director in a small library may regularly handle nonadministrative duties, the data contained in Table 22 cannot be accepted as measures of the total manpower assigned to technical services, public services, and "other areas." The employee counts for these three areas would also be greater if the nonlibrarians recorded in the "other professional personnel" column were added to the total for the area in which they work. Evidence from the personnel questionnaires suggests that the nonlibrarian professional staff member is likely to be a media specialist or a specialist in data processing and that few subject specialists are employed. Within the nonprofessional categories, the library assistants and library technical assistants are, in effect, paraprofessional or subprofessional classifications. Combined, they represent 20 percent of the total employees.

Over half of the academic libraries employed fewer than ten people. Thirty-four percent (122 libraries) had fewer than 5 staff members; 103 libraries had from 5 to 10 employees; 104 had from 10 to 50 employees; 15 had from 50 to 100; and 13 libraries, all of which were university libraries, reported over 100 employees. Only 357 libraries were included in this distribution.

Based on Fall 1971 enrollment, a professional employee was available for every 357 students in academic institutions. If both professional and nonprofessional personnel are included in the calculation, there was one library employee for every 91 students. These figures do not take into consideration members of the faculty and staffs of the institutions who, of course, are also served by library personnel.

TABLE 22

ACADEMIC LIBRARY PERSONNEL BY POSITION AND BY TYPE OF INSTITUTION

Position	University	College	Other	Total	Public	Private
Director	88.1	111.8	161.0	360.9	214.1	146.8
Associate director	89.5	34.0	52.3	175.8	116.0	59.8
Department head	404.0	111.0	36.0	551.0	393.0	158.0
Professional lib., tech. processes	415.8	83.9	51.5	551.2	424.1	127.1
Professional lib., public services	368.2	70.5	56.5	495.2	384.7	110.5
Professional lib., other areas	79.0	25.0	32.0	136.0	102.0	34.0
Other professional personnel	45.5	15.7	25.7	86.9	61.0	25.9
Library assistant	684.5	110.9	80.7	876.1	642.0	234.1
Library technical assistant	264.0	96.1	130.5	490.6	359.0	131.6
Clerical	1,307.6	288.5	247.8	1,843.9	1,393.1	450.8
Others	652.7	256.0	358.2	1,266.9	911.7	355.2
<i>Department Libraries</i>						
Head	85.5	2.0	11.0	98.5	71.5	27.0
Professional librarian	71.5	2.5	2.0	76.0	52.5	23.5
Other professional personnel	4.0			4.0	4.0	
Library assistant	70.5	1.0	3.0	74.5	59.5	15.0
Library technical assistant	37.0	1.5	6.0	44.5	25.5	19.0
Clerical	99.2		5.0	104.2	84.2	20.0
Others	138.8	4.0	17.0	159.8	139.8	20.0
Total	<u>4,905.4</u>	<u>1,214.4</u>	<u>1,276.2</u>	<u>7,396.0</u>	<u>5,437.7</u>	<u>1,958.3</u>

367 Records Totaled

The libraries used their own definition of professional and nonprofessional positions in reporting salaries, and they were asked to exclude individuals who were paid on an hourly basis. The distribution of the salaries shows that although those of approximately half of the 2,415 professional staff members occurred in a single range, the type of academic library in which a person worked exerted considerable influence on his earnings (see Table 23). Fifty-two of the fifty-three individuals receiving more than \$20,000, for example, served on the staffs of university libraries. Salaries in college libraries appeared to be lower than those in university and "other" libraries. The distributions of salaries of employees of libraries in public and in private institutions show major differences with a larger number of library personnel of the private institutions appearing in the lower salary brackets. The inclusion of members of religious orders who work in libraries in private institutions and who are not compensated on the same basis as lay personnel skews the distribution for private institutions. Excluding, therefore, employees of libraries in private institutions, 17.5 percent of the professional personnel earned below \$9,000, a sum relatively close to the national average beginning salary of \$9,248 reported for a library school graduate that year.² Academic libraries in the Southeast recorded an average beginning salary of \$7,134 for the holder of an MLS degree, and some of the individuals receiving less than \$9,000 had to be in beginning positions. Whatever the reasons, over a fifth of the professional employees of academic libraries in the region earned what should be considered a substandard salary.

In 1971-72, 21 professional positions had been frozen and there were 52 professional vacancies on the staffs of academic libraries. The libraries expected to add approximately 114 new professional positions during fiscal 1974. The majority of the new positions were almost equally divided between technical processes (43 positions) and public services (46 positions).

In characterizing the chief problem they encountered when recruiting professional personnel, 238 of the 318 libraries answering the question said they experienced no difficulties. The number of individuals reported in the lowest salary ranges in Table 23 supports the statement of 25 libraries that their salaries were not competitive. Twenty-two of the libraries felt that a shortage of librarians with specialized training and background existed, and 18 noted a shortage of experienced librarians. Their geographical location created recruitment problems for 13 of the libraries, and 2 said they had found a shortage of beginning librarians. In summary, only 42 of 318 libraries identified as a major recruitment problem conditions that related directly to the available supply of librarians, and several indicated they found a number of applicants for every vacancy.

The largest percentage of the nonprofessional personnel received salaries in the \$3,001-\$5,100 range. Approximately 16 percent of these

TABLE 23
PROFESSIONAL PERSONNEL EMPLOYED IN ACADEMIC LIBRARIES
BY SALARY RANGE AND BY TYPE OF INSTITUTION

Type of Institution	Less Than \$5,000	\$5,000-\$6,999	\$7,000-\$8,999	\$9,000-\$11,999	\$12,000-\$15,999	\$16,000-\$19,999	\$20,000-\$24,000	Over \$24,000
University	7.5	22.0	296.2	782.2	319.0	80.0	35.0	17.0
College	8.6	29.1	99.0	211.5	68.0	13.0		
Other	<u>9.5</u>	<u>19.7</u>	<u>58.0</u>	<u>191.2</u>	<u>118.5</u>	<u>29.0</u>	<u>1.0</u>	<u>—</u>
Total	<u>25.6</u>	<u>70.8</u>	<u>453.2</u>	<u>1,184.9</u>	<u>505.5</u>	<u>122.0</u>	<u>36.0</u>	<u>17.0</u>
Public	7.0	21.5	279.7	879.7	417.5	105.0	32.0	15.0
Private	18.6	49.3	173.5	305.2	88.0	17.0	4.0	2.0

367 Records Totaled

employees earned more than \$6,600. Nonprofessional staff members working in "other" libraries appear more often in the higher salary brackets than do those in college and university libraries.

Each of the 367 libraries indicated that some members of the staff were covered by the merit system of the institution or of the state. No such uniformity exists concerning personnel practices, however. The type of institution and whether it is a public or private institution help to determine the practices that have been adopted. Grievance procedures, performance-review programs, and probationary periods for new professional personnel have been established in over half of the libraries; orientation programs are operated less frequently and are more likely to be provided for nonprofessional than for professional staff members. Proportionately, more of the libraries in public institutions reported the observance of these practices than did libraries in private institutions. More university libraries noted such practices had been established than did the libraries in colleges and "other" institutions. Sixty-one of the libraries did not report the existence of any of the selected personnel practices.

Only 322 of the 367 libraries recorded the existence of policies regarding the absence of their personnel. Regulations concerning sick leave have been defined in 305 of those libraries. Almost 60 percent (175 libraries) of them have made provision for educational leave, but only half (161 libraries) of them have established policies concerning attendance at professional meetings. University libraries have adopted policies concerning leaves more often than the other types of libraries.

Although most of the measures indicate general recognition, some of the data concerning the status of professional librarians within the academic community show that their position has not usually been defined on the same basis as that of instructional personnel. Some of the professional staff members who held the necessary academic and professional degrees were eligible for faculty status in 315 of the libraries. Instead of faculty status, 309 of the libraries reported that some of the staff members who possessed these qualifications were eligible for academic status but not faculty rank or a faculty title. According to the returns, 1,400 of the professional staff members held full faculty status and 742 held academic status. Relating these figures to those reported earlier concerning the total number of professional employees suggests that approximately 58 percent of the professional employees have faculty rank, 31 percent have academic rank, and the rest hold an unspecified classification.

Seven privileges that frequently accompany academic status were listed on the survey form. The number of libraries noting that the privileges were granted with academic status were as follows: faculty voting privileges, 287 libraries; eligibility to serve on the faculty governing body, 251 libraries; salary increases awarded on the same basis as to faculty, 243 libraries; vacation equal to faculty, 179 libraries; annual salaries equal to faculty

salaries, 171 libraries; and sabbaticals granted on the same basis as to faculty, 118 libraries.

Department heads meet on a regularly scheduled basis in 110 libraries, and in 120, they meet several times a year. Annual meetings were reported by 7 libraries.

Staff associations have been organized in only thirty-three of the libraries, and twenty-seven of them are university libraries. Unions do not, at present, figure prominently in staff relations. Only three academic libraries indicated that some staff members belonged to a union.

Collections

Collections of the academic libraries included 43,179,673 volumes of books and bound periodicals, 6,185,245 government documents titles, 1,447,563 reels of microfilm, and 15,831,909 items of other microforms (see Table 24). Additions to the holdings during the year totaled 3,169,126 volumes of books and bound periodicals, 633,931 government documents titles, 176,017 reels of microfilm, and 2,616,087 items of other microforms. The collections of books and bound periodicals were quite small in many of the libraries. Seventy-eight of the libraries owned 20,000 or fewer volumes; 113 of them held 20,001–50,000 volumes; 79 had 50,001–100,000 volumes; 51 libraries owned 100,001–200,000 volumes; and 46 held over 200,000. At least twelve of the libraries in that latter group had collections that exceeded 1,000,000 volumes in size. Relating the size of the collections to the number of students they serve, university libraries held an average of 55.8 books per student; college libraries owned 67.7; and "other" libraries,

TABLE 24
HOLDINGS OF ACADEMIC LIBRARIES OF SELECTED PRINTED
MATERIALS BY TYPE OF MATERIAL AND BY TYPE OF
INSTITUTION

Type of Institution	Books and Bound Periodicals	Government Documents Titles	Reels of Microfilm	Other Microforms
University	30,814,210	5,483,785	1,063,902	14,498,161
College	8,430,694	597,119	222,097	992,685
Other	3,934,769	104,341	161,564	341,063
Total	<u>43,179,673</u>	<u>6,185,245</u>	<u>1,447,563</u>	<u>15,831,909</u>
Public	28,345,771	5,368,427	1,157,241	14,025,041
Private	14,833,902	816,818	290,322	1,806,868

367 Records Totaled

17 volumes per student. Libraries in public institutions held an average of 38.1 books per student and in private institutions they had 90.6 volumes. For all libraries, the average was 47.7 volumes per student.

The libraries reported subscriptions to 382,277 periodicals. That total included gift, duplicate, and exchange subscriptions. The university libraries received more periodicals than did libraries in the other types of institutions. Sixty-seven of the university libraries received more than 1,000 subscriptions each. Grouping the academic libraries by number of their periodical subscriptions shows that 78 libraries recorded 200 or fewer subscriptions; 101 reported 201–400 subscriptions; 56 libraries noted 401–600; 52 reported 601–1,000 subscriptions; and 80 libraries said they received over 1,000. Newspaper subscriptions received by the libraries totaled 8,751. Subscription lists of the individual libraries tended to be short with 256 of the libraries receiving 20 or fewer papers and 34 libraries getting 5 or less. Forty-six libraries received 21–30 papers, and over 30 papers came to each of 65 of the libraries.

Almost a third (115) of the libraries have been designated as depositories for federal documents. Sixty-eight of these libraries serve university communities.

Data on the holdings of nonprint materials (see Table 25) and on the additions to those holdings show that these materials are not now significantly represented in the resources of most academic libraries. In fact, some libraries either did not indicate any ownership of nonprint material or recorded only a few items. In contrast to printed materials, the nonprint media are more commonly owned by the "other" libraries. Except for recordings and paintings, the "other" libraries reported over 40 percent of the total holdings for each type of material listed on the survey questionnaire. Data on number of items added to their holdings suggest that for most forms of nonprint material the collections of the "other" libraries were growing more rapidly than those of the university and college libraries. The size of the additions indicates that some of the libraries have only recently begun to collect some of the forms of nonprint material. Not many libraries compared additions of nonprint materials to those of the previous year; generally, more of those that did so reported that additions were higher for the current year.

In the community colleges where the heaviest concentration of nonprint media is located, the library frequently is a part of or has been designated a "Learning Resource Center." In many of the cases where the library reported either few nonprint materials or none at all, the materials are available elsewhere on the campus. Sometimes centralized collections of nonprint media are administered by a continuing education center or other unit of the institution. Often, no central collection exists, and each department maintains whatever materials it wishes to have available.

TABLE 25
HOLDINGS OF ACADEMIC LIBRARIES OF SELECTED NONPRINT MATERIALS
BY TYPE OF MATERIAL AND BY TYPE OF INSTITUTION

Type of Institution	Motion Picture Films	Video Tapes	Audio Tapes	Recordings	Slides	Film-strips	Paintings	Other
University	9,892	2,063	31,155	182,915	215,124	41,021	11,810	11,424
College	1,601	567	9,744	107,731	78,555	13,783	2,865	7,465
Other	<u>10,709</u>	<u>2,999</u>	<u>32,567</u>	<u>64,267</u>	<u>220,526</u>	<u>43,239</u>	<u>5,321</u>	<u>25,128</u>
Total	<u>22,202</u>	<u>5,629</u>	<u>73,466</u>	<u>354,913</u>	<u>514,205</u>	<u>98,043</u>	<u>19,996</u>	<u>44,017</u>

367 Records Totaled

Services and Activities

Academic libraries are open many hours each week. Only 7 were open forty-eight or fewer hours weekly. Forty-two indicated that they were available for use between forty-nine and sixty hours per week, and 187 (52 percent) reported their hours as being sixty-one to eighty. Ninety-nine were open eighty-one to ninety-eight hours each week, and 25 were open ninety-nine or more hours. All the university libraries were open at least sixty hours each week.

In the absence of satisfactory measures of the use of libraries, circulation data were requested for the survey. Libraries were asked to include circulation of reserve books and of books from departmental libraries in the total reported. According to the returns, circulation per student was highest (25.3 items) for college students, next highest (23.1 items) for university students, with the per student figure (8.3 items) being lowest for the "other" libraries.

Academic libraries made heavy use of interlibrary loan, borrowing 100,095 items during the survey year. The average number of items borrowed was higher for libraries in universities than for those in other academic institutions. Libraries in public institutions reported a higher average number of items borrowed than did those in private institutions. Some of the libraries obtaining interlibrary loan supplied the names of the three libraries from which they borrowed most frequently. The list of the libraries that were identified contains approximately 182 different names. Thirty-nine of the libraries cited are located outside the region, but usually they are in an adjoining state. Fifteen of the libraries on the list are public libraries, and the list includes a single high school library. Most of the libraries were mentioned only once or twice. Of the eleven libraries identified twenty or more times, four are located in North Carolina. The libraries, identified by the name of their academic institution, borrowed from most often and the number of times they were cited as a frequent lender were: University of North Carolina, Chapel Hill, eighty-four citations; Duke University, forty-seven citations; University of Virginia, forty-six citations; and University of Georgia, forty citations.

The number of items lent by academic libraries on interlibrary loan totaled 70,023. In addition, the libraries supplied 66,852 photocopies in lieu of lending the actual materials. These totals in themselves provide a measure of the significant shift in interlibrary loan activity towards lending copies rather than originals. Agreeing with their ranking on the basis of items they lent, university libraries averaged the highest number of photocopies made, and libraries in public institutions had a higher average than did those in private institutions. The average number of items borrowed was higher than the combination of the averages for items loaned and items photocopied for each type of library other than university libraries. University libraries borrowed an average of 900 items and lent, in the original or as

a photocopy, an average of 1,430 items. College libraries borrowed an average of 106 items and lent an average of 39 items. Libraries in "other" institutions averaged 44 items borrowed and 23 items lent.

Examination of the list compiled from the identification of the libraries to whom loans were sent most frequently reveals several differences from the list of libraries borrowed from most frequently. Containing approximately 300 different names, the list of libraries loaned to is much longer than the list of libraries borrowed from. More public libraries (42 libraries) are included as are more school libraries (7 libraries). No library was cited often and more libraries were identified only once. Only 8 libraries were mentioned more than five times. The library of the University of North Carolina, Chapel Hill leads the list of borrowers (11 references) as well as the list of lenders (84 references). A number of the libraries listed as most frequent borrowers serve emerging or new universities.

The majority of the libraries reported that some form of instruction in the use of the library was provided for students; eighty-eight of the libraries, however, indicated they relied exclusively on informal instruction (see Table 26). Forty-nine libraries offer a course for credit in the use of the library and eleven teach a noncredit course.

TABLE 26

ACADEMIC LIBRARIES BY TYPE OF INSTITUTION AND BY
PRACTICES CONCERNING INSTRUCTION OF STUDENTS
IN THE USE OF THE LIBRARY

Practices	University	College	Other	Total
Only informal instruction	29	25	34	88
Part of orientation	45	73	81	199
Credit course	15	15	19	49
Noncredit course	2	4	5	11
Unit in academic course	42	61	88	191
Other	37	27	38	102

360 Records Totaled

Of the eight selected services for faculty and staff members that were listed on the survey form, only four were provided by more than half of the libraries. The services offered most often were notification of the arrival of new books (342 libraries), preparation of bibliographies (257 libraries), library orientation for new faculty members (210 libraries), and current awareness service (198 libraries). University libraries appear to extend more services than do libraries in colleges and other institutions.

Data on policies governing the use of their collections and services by individuals who are not members of their own academic family show that

some libraries are placing some restrictions on the availability of their resources (see Table 27). Libraries that supplied information about their policies were more generous in providing reference services than they were in circulating materials. Faculty members from other institutions were allowed to check out materials more often than any other category of users. Alumni were provided reference and bibliographical services more often than was the case for other groups. Only a small percentage of the libraries charged the user for circulation privileges or for reference services, but several libraries indicated they were considering instituting a fee system. The fact that almost a third of the libraries reported that they have either an administrative unit or an individual responsible for work with off-campus users testifies to the volume of outside use of academic libraries. In forty of the university libraries, thirty-nine of the college libraries, and thirty-two of the "other" libraries, such an assignment of responsibility has been made. During 1971-72 the libraries collected \$28,837 from off-campus users.

TABLE 27

ACADEMIC LIBRARIES BY POLICIES GOVERNING THE
EXTENSION OF CIRCULATION PRIVILEGES AND REFERENCE
AND BIBLIOGRAPHICAL SERVICES TO OFF-CAMPUS USERS AND
BY SELECTED CATEGORIES OF OFF-CAMPUS USERS

Category of User	Circulation Privileges		Reference and Bibliographical Services	
	Free	Fee Charged	Free	Fee Charged
Alumni	264	15	291	3
School pupils	174	15	225	7
Businessmen	223	23	265	8
Local officials	241	17	280	3
Other local citizens	227	25	266	6
Students from other institutions	241	14	272	6
Faculty members from other institutions	273	11	287	4

328 Records Totaled

The services covered in the preceding paragraph differ from the library extension services that support extension courses, short courses, conferences, and similar programs offered by academic institutions. In addition, extension services are utilized by debating clubs, women's clubs, and other organizations. Although such activities appear to be declining, sixty-one of the libraries in the region said they are presently offering library extension services. Because library extension programs, particularly strong in the

land grant colleges, have not been adopted by newer academic institutions, some librarians may not be acquainted with their operation and purpose and may well have specified the presence of such a service where it did not actually exist. Twenty of the libraries noted that another agency or unit on the campus was responsible for library extension services. Because of the number of continuing education divisions and extension divisions that maintain library programs, the figure twenty appears to offer a reasonable measure of the nonlibrary agencies that offer library extension services. Ignoring the administrative unit primarily responsible for the services, seventy-three libraries provide reference service, seventy-one supply supplemental reading material on request, and fifty-two provide course materials in support of the extension programs offered by their institutions.

Academic libraries have been involved to only a limited degree in the conduct of workshops, institutes, and short courses. During the last five years, they reported that they had sponsored or presented 112 such programs. A total of 6,361 individuals participated in these activities.

The libraries do comparatively little in the way of publication. According to the returns, 122 compile bibliographies; 65 produce current awareness services; 21 prepare indexes; 5 issue abstracts; and 53 release other kinds of publications. In every case, the figures likely overstate the actual production within the region. Some libraries appear to have counted lists of current acquisitions and staff association newsletters more than once. Assuming, however, that the counts are accurate, they do not reveal extensive activity on the part of the libraries. In fact, 196 of them recorded no activity whatsoever.

Participation in cooperative agreements was noted by 239 academic libraries, and most of them were members of several programs. An agreement that extended direct borrowing privileges to individuals served by the participants was cited by 199 libraries. Ninety-one of the libraries said they belonged to cooperative reference programs; many of them, however, were probably reporting informal reference assistance rather than organized cooperation. Participation in cooperative acquisitions programs was recorded by 71 libraries, in cataloging by 45, and in storage of little used materials by 12. Miscellaneous agreements concerning other aspects of service were noted by 56 libraries. University libraries shared in these cooperative undertakings to a greater extent than did libraries in other institutions. Twenty-two different consortia were identified from the information supplied by the academic libraries. Because of time constraints, the initial plan to collect data on these organizations had to be abandoned.

In addition to the cooperative agreements that have been mentioned, 129 libraries indicated that they contributed information to union catalogs within the nine-state area. The usable identifications of these catalogs show that possibly a dozen are maintained in the region, some of them being small catalogs. In at least two cases the cooperating libraries merely ex-

change main entry cards. More of the libraries shared in the preparation and maintenance of union lists of serials, and thirteen such lists were positively identified, with the existence of five more being likely.

Ninety of the libraries indicated that the catalog of their holdings or a portion of the catalog was available in some format other than card. Of that number, thirty-eight were university libraries. Usually catalogs in different formats have been produced as copies of, not instead of, card catalogs. Individual libraries have, in a few cases, a record of the same holdings in two formats, neither of which is card; that is, a serials catalog may be available as a computer printout and on microfilm or microfiche. Catalogs in book form were reported more often than any other noncard formats, and they appeared to be working catalogs. Some of the microfilm and microfiche catalogs had obviously been produced for insurance records. Catalogs in different formats were prepared most often for special materials—films, recordings, maps, special collections—and for serials.

In 1972, 21 percent of the academic libraries reported that they were using computers and instantaneous communication equipment. That group included forty-nine university libraries, thirteen college libraries, and fourteen libraries of "other" institutions. Fifty-one libraries that were not using such equipment indicated that specific plans to do so had been formulated. A very small number noted that computers had been used and then discontinued.

According to survey returns, computers were being utilized in a wide variety of operations by some of the libraries. The most frequently cited uses were: accounting, twenty-five libraries; circulation, twenty-four libraries; serials control, twenty-two libraries; acquisitions, fifteen libraries; accession records, fifteen libraries; and card production, fifteen libraries. Most (61) of the libraries were using equipment administered by the academic institutions; five libraries were renting computer time and services; two rented the computers, and one library shared equipment with another library or libraries. Thirteen of the libraries had terminals located in their quarters.

Use of computers in information retrieval by academic libraries is already significant. Externally produced data bases are maintained by twenty-one libraries, and forty-six make use of data bases maintained by other libraries and agencies. Internally produced data bases are found in some libraries: forty-one libraries have established holdings lists, twelve maintain indexes, and three have created primary data bases. Twenty-six of the libraries make no charges for searches of the data bases they maintain; one library charges for all searches; and in fifteen libraries the nature of the search and the person requesting the search determines whether there is a charge.

In sixteen of the libraries, a specific division or department has been established to handle all data-processing activities. Including those without as well as those with data-processing departments, the libraries making use

of computers reported a total of eighty-six employees working in the data-processing area. Of that number, thirty-one were management personnel, analysts, and programmers; and twenty-two of them held a professional position on the library staff. Fifty-five people were identified as members of the operations staff.

Not all libraries using computers and rapid-communication equipment could supply information on their expenditures for those two purposes. In some cases, the academic institution bears all or part of the costs involved. The thirty-two libraries providing cost data, reported expenditures during the survey year of \$864,865, with the average being \$27,027. Twelve of the libraries spent less than \$10,000, and seven spent more than \$50,000.

Academic libraries do not appear to have made wide use of the various kinds of rapid-communication equipment. Teletype was in use in thirty-two libraries, telex in eight, and some other type in ten libraries. Twenty of the libraries reported the presence of an in-WATS line, and twenty-seven had an out-WATS line. Seven of the libraries were using or had used cable television.

Exclusive of self-studies undertaken in preparation for Southern Association of Colleges and Schools visitations, 199 academic libraries indicated that a study of library use had been conducted during the last five years. Completed studies totaled 231, and 48 studies in progress were reported. Most (152) of the completed studies dealt with all users of the library; 71 concerned a specific category of users; and 8 investigated nonusers. Follow-ups undertaken to obtain additional information about some of the studies produced evidence that the counts of these studies are too high. A significant number of libraries apparently reported informal reviews of circulation data rather than planned, systematic studies.

To assist them in their planning, 139 academic libraries made use of outside consultants. Eighty-five libraries employed consultants to advise on buildings. A consultant was employed in relation to an overall survey by thirty-seven libraries; eleven hired a consultant in relation to collection development; six for help with systems analysis; five for aid in automating operations; and twenty-four hired consultants for miscellaneous purposes. Academic libraries, thus, reported the use of consultants in 168 cases during a five-year period.

Friends of the library organizations were reported by thirty-one of the academic libraries. Seventeen of the university libraries, thirteen college, and one "other" library have the support and assistance of these organizations.

Equipment and Quarters

Most of the libraries appear to own the machines necessary for the use of the selected types of audiovisual materials covered in the survey and to have

carrels or stations equipped for individual listening or viewing of recordings, tapes, and slides. Stations equipped for use of audio tapes appear to be more common (3,789 reported) followed by those for the use of recordings (2,953 reported).

Academic libraries indicated ownership of 2,428 microform readers, 282 of which were located in branch or departmental libraries. Over half (1,279) of the machines were readers for microfilm; 857 were microfiche readers; and 292 were readers for microcards and other microprint formats. In addition, the libraries recorded a total of 409 reader-printers. Some of these machines, however, had been included in the totals given in the preceding sentences. Thirty of the libraries stated that they had facilities for making microfilms.

The widespread availability of photocopy machines in libraries provides some indication of the extent of their impact on library operations and services. Machines are located in 321 of the libraries. Some of the libraries sharing a building noted that photocopy machines were available in the building but not in the library. Five of the libraries said that no charge was made for use of the machines. Not all the libraries keep records of the number of photocopies made, and those that do vary in the data they maintain. According to the survey returns, at least 27,418,791 photocopies were made during the year.

The returns indicate that 226 of the academic libraries occupied a separate building and 129 shared one, leaving 12 that did not answer the question. Of the 129 sharing a building, 72 reported either a separate facility was under construction; there were plans to construct one; or an existing structure was to be assigned to the library for its exclusive use.

Seating capacity exceeds 750 in 47 of the libraries, and not all of these are university libraries. Thirty-nine of the libraries can seat between 501 and 750. In 92 libraries, the capacity is 251–500. The largest group (115) of libraries reported seating for 101–250, and 74 libraries can seat fewer than 100. Although these data should be related to the size of the student body, such an analysis was not attempted because of the pressures of time. Eighty-nine of the academic libraries noted a shelving capacity of under 25,000 volumes.

Limited information on the cost and date of construction was provided for 336 library buildings. In some cases, two of the buildings are located on the same campus with each building being used exclusively by the library. Care was taken to exclude from the tabulation any building shared by the library with another unit of the institution. Approximately 49 percent (165) of the library buildings had been constructed, expanded, or remodeled since 1965. Only 47 (14 percent) were reported with pre-1946 dates. Again, the limitations of these data must be emphasized; not all buildings are covered; and original construction has not been distinguished from expansion. The data confirm, however, the tremendous construction activity

characterizing the last decade. Most of the funding for the construction of the library buildings has come from the academic institutions themselves. Although the data are incomplete, the construction costs reported by the libraries amounted to \$247,273,623. Of that sum, 72.6 percent came from the institutions themselves; 13.9 percent from federal sources; and 13.5 percent from gifts.

Comparisons

The 1946-47 survey covered 269 academic libraries—libraries in twenty universities, 183 colleges, and eighty-six junior colleges.³ The current survey includes data from 367 such libraries: ninety in universities, 113 in colleges, and 164 in "other" post-secondary institutions. Definitions used in the two surveys vary somewhat, reflecting, in part, changes in the structure of higher education in the region.

In order to have comparable measures to relate to those from the 1947 survey and from current national sources, data for law school and medical school libraries have been combined with those reported for the academic libraries in the preceding pages. The measures used in the following comparisons, therefore, differ from those presented earlier.

The 1972 survey covers a larger number of academic libraries than were included in the 1947 survey, and these libraries were responsible for serving many more students. The enrollment of 929,965 reported in 1972 was more than three times greater than the 261,524 recorded in 1947.⁴

Every measure of academic library resources shows that major growth occurred between 1947 and 1972. In 1947 the average expenditure of the 269 academic libraries had been \$18,221;⁵ in 1972 the average was \$275,485 (\$147,083 in 1947 dollars). Expenditures per student rose from \$18.73 in 1947 to \$108.72 (\$58.04 in 1947 dollars) in 1972. Volumes in the collections of the academic libraries that submitted returns in 1947 had totaled 11,426,954 or 43.6 per student.⁶ Collections more than quadrupled, and in 1972, the number of volumes per student was 49.7.

According to the report of the 1947 survey, academic libraries employed 2,530 individuals. Of that number, 989 were considered to be professional.⁷ Although the number of library staff members has increased, the percentage of professional personnel has dropped from 39.1 percent in 1947 to 34.3 percent in 1972. This decrease reflects both the scarcity of employment opportunities that still existed in 1947 and a conscious effort of some libraries to lower the ratio of professional to nonprofessional staff. Data from the 1947 survey show that there was a professional librarian for every 264 students and a staff member of some kind for every 103 students. The results of the current survey indicate that there was a professional employee for every 342 students and a staff member for every 117 students. Currently, therefore, librarians and other staff members are having to serve more students than was the case in 1947.

The report of the 1947 survey stressed the need for more space for academic libraries and indicated that new buildings were essential to the provisions of effective service.⁸ Data from the 1972 survey show that a phenomenal amount of library construction has taken place, particularly in the last decade. Improvements in the facilities they occupy constitute one of the most significant advances achieved by academic libraries during the twenty-five years.

The need for the development of strong collections related to forestry and forest products and other subject areas that reflect the resources and potentials of the region was also stressed in the 1947 report.⁹ Although it was not possible in the current survey to explore the specific strengths of the collections of the university libraries, secondary sources suggest that resources are greater for research in the humanities and the social sciences than for the scientific and technical areas and that the region needs to assign priority to the strengthening of its resources in the latter areas. Powell has recently analyzed the growth of university library collections, and his paper¹⁰ provides background for interpreting some of the progress in this area.

Recommendations of the 1947 survey directed to academic libraries also emphasized their need for increased financial support. The report then listed the following "matters" that should have attention: "the provision of in-service training of present library staff members, the building up of audiovisual collections, the development of laboratories for the photographic reproduction of materials, the organization of friends of the library groups . . . cooperation with educational associations . . . and the maintenance with other librarians of an integrated purposeful library association that will constantly promote and direct the library services of the region."¹¹ Tabulations of 1972 data show that many collections of audiovisual materials have been developed, but the accomplishments in the other areas are less definite.

Comparisons of the 1972 survey findings with current national data reveal that, great as the growth has been, most of the averages for the Southeast continue to lag behind those for the nation. It should be pointed out that national data include measures for the academic libraries in the Southeast, and that, had it been possible to extract the data for the region, the national averages would have been even higher. The average operating expenditure of \$275,485 for academic libraries in the Southeast was over 5 percent lower than the national average of \$290,940.¹² The \$108.72 spent per student in the Southeast approximated the \$109¹³ reported nationally. The distribution by purpose of the expenditures of academic libraries in the Southeast differed from the national distribution. Southeastern academic libraries devoted 51.6 percent of their expenditures to salaries and wages; the national percentage was 56.6. The purchase of materials and costs of binding accounted for 40.4 percent of the disbursements of the

libraries in the Southeast; the comparable national figure was 36.3 percent.¹⁴

Measures of book collections in the region trailed those for the nation. The average number of volumes held by academic libraries in the Southeast was 126,022 volumes, or 49.7 per student; the national average was 146,505 volumes,¹⁵ or 54.7 per student.¹⁶ The average collection of an academic library in the Southeast was, thus, approximately 14 percent smaller than one in the rest of the nation.

In terms of Fall 1971 enrollments, national data indicated there were 2.6 librarians for every 1,000 students;¹⁷ in the Southeast there were 2.9. Nationally, professional personnel constituted 45 percent¹⁸ of the employees of academic libraries while in the region they equaled 34.3 percent. Particularly in view of the librarian-student ratio, academic libraries in the Southeast compare quite favorably with national measures of professional staff size. Many administrators would, in fact, consider that academic libraries in the Southeast had the more desirable percentage of professional employees.

In order to refine the profile of academic library resources in the Southeast, disaggregated measures need to be examined. So that specific comparisons regarding individual libraries could be drawn, existing sources of statistical data have been utilized rather than survey findings.

Ten of the university libraries in the Southeast have been elected to membership in the Association of Research Libraries (ARL). The 1971-72 statistical report of that association contains tables which show how each of its seventy-eight members ranked on the basis of five measures relating to collections, staff, and expenditures. No one of the ten southeastern libraries ranked in the top 20 percent on any one of the measures. The rankings of the ten libraries (see Table 28) offer little encouragement that these libraries are improving their position in relation to the other research libraries that hold membership in ARL. Data for a single year, of course, do not provide an adequate basis for measuring change.

Selected data from the "Annual Statistical Survey" compiled by the ASERL (see Table 29) provide a more exact profile of the resources of the individual university libraries in the region. The measures contained in the table show that all but three of the libraries held at least 500,000 volumes. Downs expressed the belief that a collection of at least that size was needed to provide satisfactory support for "high-level" doctoral programs. He added that at least \$200,000 should be spent annually for books by libraries in institutions offering such programs.¹⁹ In view of the fact that this cost estimate was made almost a decade ago, it no doubt needs revision upward. It is not likely, however, that all of the libraries listed in Table 29 maintain that \$200,000 level of purchasing. Expenditures reported in that table cover costs of periodical subscriptions and binding as well as the purchase of books, and the libraries have recorded large numbers of subscriptions.

TABLE 28

RANK OF SOUTHEASTERN UNIVERSITY LIBRARIES AMONG
THE SEVENTY-EIGHT MEMBERS OF THE ASSOCIATION OF
RESEARCH LIBRARIES BY SELECTED MEASURES AND BY
UNIVERSITY

University Library	Volumes in Library	Total Staff (FTE)	Expenditures for Materials and Binding	Expenditures for Salaries and Wages	Total Operating Expenditures
Alabama	70	74	77	75	75
Duke	20	30	30	35	37
Florida	34	39	45	37	41
Florida State	71	61	59	60	62
Georgia	51	33	20	41	32
Joint University	55	58	61	62	56
Kentucky	53	53	47	49	50
North Carolina	24	31	50	29	33
Tennessee	67	51	55	63	60
Virginia	26	32	18	36	31

Source: Association of Research Libraries. *Academic Library Statistics, 1971-1972*.

Although measures of the law school and medical school libraries were included in the 1972 data cited in the comparisons in the preceding paragraphs, the following generalizations and recommendations do not cover these libraries. They are described later in this section.

Generalizations

Library service in the Southeast has been stimulated and shaped by the increase in the number of academic institutions, by the expansion of doctoral and other graduate programs, and by the opening of all educational institutions to both blacks and whites. Many of the academic institutions established since 1947 are two- or four-year community colleges, and some technical institutes or postsecondary vocational schools are included in the recently established institutions. Others of the new institutions now offer graduate work and are commonly referred to as the "emerging" universities. Academic institutions in existence in 1947 have experienced basic changes as well. Some of the then junior colleges (now usually called community colleges) have developed four-year programs. The teachers colleges have broadened their curricula and become either universities or liberal arts colleges, and some of the liberal arts colleges have, likewise, attained university or emerging university status. The formerly all-black institutions still form an identifiable population and possess some unique problems, but they too have modified and expanded their programs.

TABLE 29
DATA FROM "ANNUAL STATISTICAL SURVEY" OF THE
ASSOCIATION OF SOUTHEASTERN RESEARCH
LIBRARIES, 1972

Institution	Volumes Held 6/30/72	Periodical Titles Being Received 6/30/72	Expenditures: Books, Periodi- cals Binding, 1971-72
Air University	1,000,000	4,000	-
University of Alabama	1,123,148	5,225	\$ 284,980
Auburn University	-	-	-
Clemson University	480,393	5,248	487,351
Duke University	2,333,382	14,275	1,153,473
Emory University	1,005,334	6,517	623,242
Florida State University	922,623	5,917	671,723
University of Florida	1,550,486	11,787	902,034
Georgia Institute of Technology	760,733	5,058	398,162
Georgia State University	385,215	3,702	897,339
University of Georgia	1,244,501	13,272	1,415,531
Joint University Libraries	1,197,932	7,850	644,467
University of Kentucky	1,216,049	10,087	848,169
University of Louisville	686,663	4,593	336,302
University of Miami	993,842	7,511	453,610
Mississippi State University	545,728	4,118	659,571
University of Mississippi	-	-	-
North Carolina State University	585,019	6,327	467,459
University of North Carolina	1,894,132	7,411	837,040
University of South Carolina	1,172,814	7,800	901,770
University of South Florida	342,881	3,684	1,039,348
University of Tennessee	1,077,995	8,906	717,475
Virginia Polytechnic Institute	688,804	9,500	1,002,000
University of Virginia	1,777,936	11,935	1,432,746
Wake Forest University	486,043	4,806	545,695

Source: Association of Southeastern Research Libraries. "Annual Statistical Survey," 1972. Explanatory footnotes omitted.

Like the institutions they serve, academic libraries have experienced an almost unbelievable growth since 1947. The growth of libraries was not restricted to the Southeast, however, and when results of the 1972 survey are compared with national measures for the same period, it becomes obvious that in spite of the increases, academic libraries in the Southeast still have to attain national averages.

Survey data descriptive of the libraries of the many small academic institutions operating in the region lead to the conclusion that the Southeast

continues to support too many such institutions. The concept that an individual should have access to postsecondary educational opportunities within easy driving distance of his home, although commendable in theory, has led the southeastern states to continue to divide their financial support among too many institutions. The fact that over half of the reporting libraries owned fifty thousand or fewer volumes provides hard evidence of the problems resulting from maintaining too many institutions, a number of which have low enrollments.

The academic libraries in the Southeast exhibit considerable variation from each other, and some, in fact, have more in common with public libraries or even, in the case of community colleges, with high school libraries than they have with other academic libraries. Survey findings do show that certain characteristics are shared by specific types of academic libraries, and the survey results identify some problems common to all of these libraries.

Libraries serving community colleges, technical institutes, and "other" institutions constitute the largest category of academic libraries. Many of these libraries serve new institutions, and their resources frequently are limited, particularly in the case of the libraries of the technical institutes. Likewise, although some of the community college libraries maintain impressive collections, many of them appear to lack the quantity of materials needed to support postsecondary education. These libraries are utilizing nonprint media to a greater extent than has been the case with college and university libraries, however, and they may well establish patterns of handling and use that can be adopted by other academic libraries.

Some of the university libraries are beginning to feel the pressures of "bigness"—problems related to the maintenance of large collections and large catalogs and to the need for space. University libraries are interested in ways in which to take advantage of new technology, but their primary concern lies in the securing of funds that will enable them to maintain the strength of their collections and services. Data on their holdings raise questions concerning the adequacy of the support some of them provide for graduate work.

Academic libraries of all types need more books, periodicals, and other materials. In spite of this need, the richest holdings in the region are found in the academic libraries, and these resources must figure prominently in the planning for the future development of library service in the Southeast. To date, academic librarians, even those in libraries serving private institutions, have been generous in sharing the resources they administer with individuals having legitimate needs. University librarians, of necessity, are being forced, however, to modify their liberal policies concerning the availability of their resources to off-campus users. Long-range plans for the provision of better library service to the citizens of the respective states should emphasize the importance of the collections of university libraries

and large public libraries and should make specific and appropriate provision for financial compensation to these libraries in recognition of the services they provide. Academic librarians, particularly university librarians, should have a leading role in the formulation of plans that will make possible wider use of existing resources and prevent needless duplication but that will protect both the service priorities and integrity of academic libraries.

Academic librarians do not appear to have been engaged to any significant extent in long-range planning and in systematic evaluation of their own operations. Their chief activities in these two areas have occurred in relation to preparations for accreditation visits. Academic, like other, librarians need to find better methods for evaluating their programs and for interpreting their immediate and long-range needs to academic administrators.

Although some academic libraries, of course, need more staff members, survey data do not show that these libraries share the serious needs of public and school libraries for additional personnel. Like the public libraries, academic libraries reported only a small number of professional staff members who are nonlibrarians. Considering the size of some of the libraries, it would seem desirable for them to have more employees who have degrees in business and in personnel management and more subject specialists on their staffs.

Certainly, academic library administrators need to give more attention to staff development and to staff welfare. Many of the academic libraries covered in the survey showed an absence of established practices and policies concerning matters affecting staff members. With all of the opportunities found on college and university campuses, personnel policies, for example, should certainly encourage library staff members to pursue additional study. Such encouragement is presently lacking in many libraries.

Beginning professional salaries are too low in many of the libraries, but a more common salary problem concerns middle management and mid-career professional personnel. Salaries received by experienced personnel at these levels have not kept pace with salaries of library administrators or even, in some cases, with beginning salaries.

All types of academic libraries need increased financial support in order to maintain their present strength in the current period of escalating inflation. If academic libraries in the Southeast are ever to achieve parity with national measures, they must receive supplemental funds in sizable amounts. If academic libraries are to continue to extend access to their resources to off-campus users, adequate and appropriate compensation must be added as a regular item to their income.

Presently, the ratio of library expenditures to total educational expenditures of the academic institution falls within the recommended range of from 4 to 7 percent, but the regional average of 4.9 percent is on the low

side. Many of the individual libraries obviously receive a much smaller percentage of their institution's educational budget. Academic administrators need to heed the budget requests of librarians and to increase the allocations they make for library operations. To supplement institutional funds, academic librarians must seek additional sources of financial support. They need to pursue aggressively and on a continuing basis possibilities for gifts and bequests that will build up their endowments.

Because it enables libraries to use their funds more productively, cooperation continues to provide one of the most promising of the approaches to the effective expansion of academic library resources in the Southeast. This approach is particularly relevant to the strengthening of research collections. Agreements to specialize in acquiring materials in designated subject areas make it possible for libraries to concentrate their buying power on building strong collections of the lesser used but significant research materials and to share with each other their unique resources. Academic libraries in the Southeast cannot afford competition in their pursuit of excellence in research collections. Libraries must build cooperatively if the region is to acquire the variety and quality of materials it needs. Historically, the academic libraries in the Southeast have pursued a policy of cooperation, although in some cases they have given it little more than lip-service. Programs based in the Chapel Hill-Durham-Raleigh area, the Nashville area, and the Atlanta-Athens area have, at certain periods, at least, demonstrated that cooperation can work effectively.

Two major cooperative programs with important implications for the future of library service are currently operating in the Southeast. In both of the programs, contractual relationships cover the provision of centralized services that are presently limited to the area of technical processes. The Cooperative College Library Center (CCLC), the older of the two, began operation in 1969. Its membership is composed of private black colleges located in ten southern states. Under a contract with the Ohio College Library Center (OCLC), the CCLC uses the OCLC data base to order catalog cards for its members. In addition to ordering cards, the CCLC orders and processes the books for member libraries. The center's provision of centralized acquisition and processing services for geographically dispersed libraries has given it valuable experience that should be utilized in long-range planning for the development of library service in the region.

The second of the programs—the Southeastern Library Network (SOLINET)—has resulted from work conducted under the leadership of the ASERL. In a period of time paralleling almost exactly the work on this survey, this group of academic librarians explored the feasibility of, agreed in principle to, and worked out the details for what should prove to be the most significant and influential cooperative program in the history of library development in the region. Initially, SOLINET has a tie-in contract with OCLC that provides for a direct connection between SOLINET mem-

bers and the OCLC computer facility. SOLINET is continuing to plan for the establishment of its own computer facility and to explore possibilities for the expansion of the services presently available. SOLINET gives libraries an opportunity to share in the cost of systems development and establishes a base from which technological advances can be channeled into library operations. Underlying SOLINET's potential is the fact that its initial membership includes a few state library agencies and public libraries. There appears to be no reason for the processing centers operated by many school systems not to participate in the program eventually. SOLINET, thus, could bring representatives of all types of library service together in a working contractual relationship—for the first time in the history of southeastern libraries.

CCLC and SOLINET hold unlimited promise for improvements not only in the cataloging of materials but also, eventually, in interlibrary loan, reference service, and collection development. Certainly, CCLC and SOLINET provide mechanisms for library cooperation that could extend far beyond their present activities.

Recommendations

1. *Increased financial support for the development of academic library collections should be provided by academic institutions and supplemented from other sources.* Many of the libraries do not have collections that provide adequate support for the two- and four-year academic programs they must serve. Librarians in these institutions should prepare a statement of specific needs and seek supplemental funding over a several-year period to provide for the establishment of an adequate basic collection.

2. *Research holdings of university libraries should be increased.* University libraries should adhere to a cooperative rather than a competitive approach to the development of their research collection.

3. *Additional funds and advice on collection development should be made available to the libraries of technical institutes.* In view of their common needs, the librarians of technical institutes should work together on the compilation of some buying guides for those libraries.

4. *Academic library resources should be recognized by all parties as an integral and important part, if not the foundation, of a statewide network of library and information resources.*

5. *As the creators of SOLINET, the major academic libraries should continue to provide strong support for its work and should encourage the dissemination to nonmembers of all appropriate and useful information resulting from SOLINET's work.* They should try to extend the impact and influence of SOLINET as widely as possible in the region.

6. *Administrators of academic libraries need to direct more attention to the professional growth of their staff members and to seek the establishment of policies and practices that will stimulate such growth.* They need to review existing personnel

policies in order to determine what changes are desirable and to identify areas where policies need to be formulated.

7. *Academic libraries need to make greater use of nonlibrary professional personnel, either as full-time staff members or as consultants.* The experience and expertise of other professional folk can contribute significantly to the improvement of library operations.

8. *Academic libraries need to expand the services they provide to students, faculty, and staff members.* They should seek ways to achieve wider utilization of library resources by all members of the academic community.

9. *Administrators of academic libraries need to give more attention to the formulation of both immediate and long-range plans for the development of the resources and services of their libraries.* These plans should be shaped in part by (a) plans of the academic institutions themselves and identified trends in higher education; (b) knowledge of the resources and services available in neighboring libraries; and (c) awareness of technological changes that possess implications for libraries.

10. *Greater emphasis needs to be given to investigations and studies of academic library operation and management and of the utilization of academic library resources.* Library administrators need to stimulate and encourage the carrying out of studies that will provide information to assist in administrative decision making.

Law School Libraries

Libraries serving sixteen law schools submitted survey returns. Ten of these schools were units of public institutions, and six were part of private universities. In Fall 1971 the schools had an enrollment of 8,589.

Twelve of the directors of the law school libraries reported to the dean or vice president administratively responsible for the law school. All sixteen of the libraries noted the existence of a library committee.

The law school libraries recorded income amounting to \$2,930,965. Institutional funds accounted for 92.1 percent of that amount. Foundations supplied 6.5 percent of the funds with the remainder coming from federal sources, endowment income, gifts, and "other" sources. Only one of the libraries reported income from federal funds, and only one identified income from endowments. Eleven of the libraries stated that their current income was higher than it had been the previous year.

Operating expenditures of the law school libraries equaled \$3,076,499 or \$359.45 per student. Salary and wage payments amounted to \$1,256,546 (40.8 percent) of the total expenditures. The libraries spent \$1,546,021 (50.2 percent) for printed materials; \$20,892 (0.7 percent) for nonprint materials; and \$92,063 (3 percent) for binding. In addition, the libraries recorded expenditures of \$73,015 for supplies, \$5,992 for travel, and \$81,969 for "other" purposes.

Law school libraries employed a total of 193 (FTE) individuals. Accord-

ing to the definitions followed in the survey, 61 of the staff members were professional. Only 3 of the professional employees were not librarians. There were 51 library assistants and library technical assistants on the staffs of these libraries.

In reporting staff members by salary ranges, the libraries used their own definition of professional personnel. They recorded salary data for sixty-one employees, none of whom earned less than \$7,000, eleven of whom received more than \$16,000, and four of whom were paid more than \$20,000. Thirteen persons were reported in the \$7,000-\$8,999 bracket, twenty-four in the \$9,000-\$11,999 bracket, and thirteen in the \$12,000-\$15,999 bracket. The libraries reported salary data for eighty-two nonprofessional employees. Fewer than half (32.5) of the individuals earned between \$3,000 and \$5,100. The largest number (38.5) received \$5,101-\$6,600; ten earned between \$6,601 and \$8,600. Only one person was reported in the \$8,601-\$11,000 bracket.

Seven of the libraries stated that they encountered no problems in filling professional vacancies. Three indicated that their salaries and benefits were not competitive, and two said their geographical location had proved to be a handicap when they were recruiting new employees. Two libraries did not answer the question. Only three libraries reported that they had found a shortage of librarians, but they specified experienced rather than beginning librarians. The average beginning salary for the holder of an MLS degree offered by the law school libraries was \$8,004.

Twenty-five members of the professional staff held faculty status, nineteen had academic rank, and the status of the others was not specified. One of the law school libraries reported that some staff members belonged to a union. Fewer than half of the libraries reported the existence of the selected personnel practices and policies given on the survey forms.

The sixteen law school libraries owned 1,699,037 volumes of books and bound periodicals. In addition, they held 14,315 government documents titles, 3,835 reels of microfilm, and 430,106 items of other microforms. They subscribed to 126 newspapers and to 17,129 periodicals. Five of the libraries are depositories for federal documents. Their holdings of non-print materials were too small to merit description.

Each of the fourteen law school libraries that answered the question was open more than eighty hours a week, and thirteen of them were open more than ninety-eight hours. Reflecting the heavy use by students of noncirculating serial works, circulation reported by the law school libraries was low. The libraries checked out an average of 10.8 volumes per student during the survey year.

Interlibrary loan does not appear to be a particularly significant activity in the law school libraries. They reported borrowing only 366 items or an average of 22.6 volumes per library. They lent 858 items, more than twice as many as they borrowed. In addition, they supplied photocopies of 4,104

items in lieu of lending.

Not all of the law school libraries supply an extensive array of services for faculty and students. The most common service, notification of the arrival of new books, was offered by thirteen of the libraries. Ten of them provided an orientation program for new members of the faculty and staff, and ten prepared bibliographies for them. Automatic circulation of materials was provided by nine libraries, and eight produced a current awareness service. Seven conducted literature searches, and seven delivered materials to the faculty and staff. Although six of the libraries provided students with instruction, during orientation periods, in the use of the library, two of the libraries offered only informal instruction in response to a specific need. Nine of the libraries conducted a course for credit on the use of the library and its resources.

Data on policies regulating the use of law school libraries by off-campus users are too scattered to justify tabulation. Information supplied by the libraries suggests that eight of them made their resources freely available to individuals who were not members of the academic community. Three of the law school libraries had conducted a study of all library users sometime during the last five years, and one of those three also carried out a study of one specific category of users.

Three of the libraries had conducted or cosponsored a workshop or institute during the last five years. Participants in the workshops totaled 290. The law school libraries have not engaged in publishing to a significant extent. Two of the libraries have published bibliographies, and two produce a current awareness service for external distribution. Likewise, cooperative programs do not figure prominently in the operations of these libraries. One noted participation in a cooperative acquisitions and a cooperative cataloging program. Seven of the sixteen libraries contribute cards to union catalogs located in the region. One of the libraries has its serials catalog available in book form.

During the last five years, the law school libraries employed consultants on eight different occasions. In three cases, the consultants provided advice on buildings; in two, they conducted an overall survey of the library. The reason for employing the consultant was not identified in three cases.

Only one of the law school libraries appears to have made any use of computers, and that use was limited. Three of the libraries said they had specific plans to begin using computers.

Most of the law school libraries have equipment for reading microforms available within their quarters. Thirteen of the libraries have microfiche readers; eleven have microfilm readers; and eleven have readers for microcards or other forms of microprint. Six of the libraries noted the availability of reader-printers. One library reported ownership of equipment for producing microfilm. In two of the thirteen libraries that have photocopy machines located in the library, no charges were made for the use of the

machines. The thirteen libraries recorded a total of 2,042,605 photocopies made during the survey year.

Four of the law school libraries have exclusive use of their building. Two of these buildings were constructed after 1965. In both cases, institutional funds covered the entire cost of construction. Seven of the twelve libraries sharing a building reported definite plans for either a new building to be constructed for their use or for an existing building to be assigned to the library exclusively. Seating capacity of the libraries ranged from 78 to 700 with the average being 288. Shelving capacity exceeded 100,000 for seven of the libraries.

Only limited comparisons of the region's law school libraries can be drawn with national measures. The 1973 survey of law school libraries includes data for twenty-four southeastern libraries. Measured by the size of their collection, fifteen (63 percent) of these libraries were classified as medium or small in contrast to seventy-six (59 per cent) of the law libraries elsewhere in the nation. Only two of the libraries in the Southeast had collections exceeding 200,000 volumes; twenty (15 percent) of the libraries outside the region reported holdings in that range.²⁰ Averages were not available from the 1973 or earlier statistical surveys, but the compiler of the surveys was able to supply a 1973-74 measure. According to the compiler, the average expenditure of law libraries in the nation for books was \$111,913 for 1973-74. The findings of this 1972 survey indicate that two years earlier the law libraries in the Southeast had spent \$96,626 for books. Allowing for increased budgets—and eleven of the libraries reported an increase—these data suggest that the average expenditures of the region's law school libraries may approach the national average, but that their collections tend to be smaller.

Medical and Nursing School Libraries

Seventeen libraries serving medical, nursing, and dental schools submitted survey returns. Ten of these libraries were maintained by publicly supported institutions of higher education and seven by privately supported institutions. The seventeen schools had an opening Fall 1971 enrollment of 17,469.

Eleven of the directors of the medical libraries reported to the dean of the school or to the vice president administratively responsible for the school. Each of the libraries noted the existence of a library committee.

The income of the libraries totaled \$4,699,501. Eighty-one percent of that amount was supplied by institutional funds and 13 percent came from federal sources. Foundations, gifts, endowments, and academic departments provided most of the remaining 6 percent. The principal of the libraries' endowments and other invested funds was \$1,099,531. Thirteen of them noted that their then current income was higher than it had been the previous year.

The seventeen libraries recorded operating expenditures of \$4,412,737 or \$252.60 per student. Salaries and wages totaled \$2,334,393 (53 percent) of the expenditures. The libraries spent \$1,396,345 (32 percent) for printed materials, \$187,352 (4 percent) for binding, and \$71,616 (2 percent) for nonprint materials.

There were 340 (FTE) individuals employed by the medical libraries, 125 of whom were professional according to the definitions used in the survey. Sixty-three percent (215) of the staff members were nonprofessional employees. Using their own definition of professional, the libraries supplied salary information for 117 professional employees. Salaries of four of the professional staff members exceeded \$24,000, and none were lower than \$7,000. Seventy-seven (66 percent) of the professional personnel earned between \$7,000 and \$12,000, and thirty-six received between \$12,000 and \$20,000. Salary data were provided for 187 of the nonprofessional staff members. Ninety-one (49 percent) of them earned between \$5,101 and \$6,600. Forty-one (22 percent) received more than \$6,600, and fifty-five (29 percent) earned \$5,100 or less.

The average beginning salary for the holder of an MLS degree offered by the medical libraries (15 libraries reporting) was \$8,529. Fifteen of the libraries indicated that they experienced no problems in filling professional vacancies, and one library stated that its salaries and benefits were not competitive.

Fifty-one members (46 percent) of the professional staff held faculty status, and sixty had academic rank. No information was supplied concerning the remaining individuals. The selected personnel practices and policies listed on the survey form had been established by more than half of these libraries.

Holdings of the medical libraries included 1,371,321 volumes of books and bound periodicals, 1,439 reels of microfilm, and 1,929 items of microforms. The seventeen libraries subscribed to seventy-two newspapers and to a total of 25,267 periodicals. Two of them noted that they were depository libraries. Nonprint materials were not represented in large quantities in the collections of these libraries.

Medical libraries remain open long hours; in fact, some of them never close. Seven were open more than ninety-nine hours each week, and seven were open between eighty-one and ninety-nine hours. Three libraries did not provide information concerning their hours.

The libraries reported a total circulation of 864,509 items or 49.5 volumes per student. Interlibrary loan figures prominently in the services offered by medical libraries, possibly providing testimony to the effectiveness of the various cooperative programs and networks that function in this area of librarianship. The libraries borrowed 13,663 items or an average of 804 per library. They supplied 7,191 items on interlibrary loan and provided 145,352 photocopies in lieu of lending.

In the services they extend to their faculty and staff members, the medical libraries follow much the same pattern exhibited by the academic libraries. Sixteen of the libraries notify faculty members of the arrival of new books, conduct literature searches, and prepare bibliographies. Library orientation programs are presented by twelve. Other services such as delivery of materials and translation of materials were offered by fewer than half of the medical libraries. Information about the library and instruction in its use are provided students as part of their orientation program by twelve of the medical libraries. In three cases, a course concerning the library is offered for credit, and in two, a unit on the library is included in one of the regular courses.

Most of the medical libraries appear to serve alumni, local physicians, and students and faculty from other medical schools with few restrictions. Fees for services provided or for use of the collections were noted only infrequently, and only a small sum (\$737) was collected from users during the survey year.

During the previous five years, thirteen of the medical libraries had carried out one or more studies of library users. Ten studies had been completed and six were in progress at the time that survey data were being collected.

In addition to the interlibrary loan networks mentioned previously, medical libraries take part in other cooperative programs. Thirteen of the libraries noted agreements providing for direct borrowing by their patrons; eight indicated cooperation in regard to acquisitions; and seven recorded participation in cooperative reference programs. Fifteen of the libraries supply cards to union catalogs located in the region.

Each of the seventeen libraries had conducted at least one workshop during the previous five years. A total of 413 individuals participated in the workshops. Nine of the medical libraries indicated that they publish materials for external distribution. Three issue bibliographies, three distribute a current awareness service, and one produces an index. Eight of the libraries noted that they have released other types of publications at irregular intervals.

The catalog or a portion of the catalog is available in other than card form in eleven medical libraries. In two libraries the entire catalog is available in book form; in one, it is available on microfiche. The serials catalog has been produced in book form in six libraries, on microfiche in four, and as a computer printout in one. Because the catalog exists in both book and microfiche formats in some libraries, there are actually only eight libraries that have the serials catalog available in noncard format.

Consultants had been employed by medical libraries on nine occasions during the previous five years. Five of the consultants were employed in relation to building plans, three conducted a survey of the library, and one provided advice on "other" problems.

Sixteen medical libraries are now using or have plans to use computers. Nine of them use computers administered by their academic institution, and two rent computer time, services, or both. Most of these libraries own or rent commercially the terminals and related equipment that they use. Nine of the libraries have terminals located in their quarters. Computers are used in information retrieval by nine libraries and to provide current awareness services by seven. Five libraries reported the use of computers in control of serials records, in catalog card production, and in the maintenance of an accession record.

Externally produced data bases are maintained by three libraries and fourteen use data bases maintained by other libraries and agencies. Eleven of the medical libraries have themselves created data bases. The libraries are fairly evenly divided in terms of their practices concerning charges for data bases, with five making no charge, four charging for all searches, and four charging under certain conditions.

The medical libraries recorded a total of 8.6 (FTE) staff members working in the data-processing area. Of that number, 4.5 held professional rank. The nine libraries that supplied data on expenditures for computer operations and rapid communications services recorded a total of \$36,903 spent for those purposes. That figure includes some estimates.

Sixteen of the seventeen libraries own both microfilm and microfiche readers, and nine reader-printers are found in the libraries. Fifteen of the libraries noted that photocopying equipment was available within their quarters. The twelve libraries that reported the information recorded a total of 3,635,899 photocopies made during the survey year. Except for machines for using audio tapes and slides, medical libraries do not appear to be particularly well equipped to make use of nonprint materials.

Five of the medical libraries have exclusive use of a building, and twelve share one. The seating capacity of the six libraries that answered the question ranged from a low of 68 to a high of 616, with the average being 257. Two of the medical libraries had space for shelving over 150,000 volumes, and three could shelve fewer than 25,000. The remaining libraries fell in the ranges between 25,001–150,000 with most (7 libraries) appearing in the bracket for 100,001–150,000 volumes.

In 1969–70 medical school libraries (101 reporting) in the nation spent an average of \$233,448;²¹ survey data show that two years later the average expenditure of medical school libraries in the Southeast was \$259,573. In view of the previous increases in the national average, it appears likely that the 1971–72 expenditures of the southeastern medical libraries trailed those of the remainder of the nation. Certainly, their collections lagged in size. In 1971–72, the average size (80,666 bound volumes) of the collections in the Southeast was lower than the national average (95,357 bound volumes)²² had been in 1969–70. These inexact comparisons suggest that although medical libraries in the Southeast may approximate the expenditures of similar libraries elsewhere, their collections do not.

B. PUBLIC LIBRARIES

Because of variations in definitions and in organizational patterns of public library service and because of the need to obtain data for the survey that could be tabulated on a county basis, problems were encountered in the preparation of the questionnaire that was completed by public libraries. Specifically, the difficulties centered around the selection of characteristics that would group the public libraries into reasonably uniform categories that could provide a basis for detailed analysis of the data collected. The 1946-47 survey had used "municipal," "county," and "regional" as the categories for most of the analyses presented in the final report, but these categories did not appear to be satisfactory for the current study. Public librarians who participated in the preparation of the questionnaire wanted the analysis based on the size of the population served by the library, and these librarians shared in the defining of the five population ranges that were ultimately adopted.

Use of size-of-population-served as the basis for grouping the public libraries did not solve the problem that the regional libraries presented. In some cases the regional libraries are merely loose confederations of county libraries, and a single survey questionnaire covering those regions would obscure conditions in the libraries comprising the regions. Each member of a regional library was, therefore, asked to submit a survey form. The directors of regional libraries were asked to review the completed forms to ensure accuracy and to avoid duplication of data. In addition, the directors were asked to include in the report for the headquarters library any materials and equipment jointly owned by member libraries. Some regional librarians submitted a return for the headquarters library and for each member library; others supplied a single return for the region. Consequently, there are inconsistencies in the data on characteristics of the libraries particularly as they are grouped by size of population served. In terms of the area of immediate service, a few libraries are included in higher categories of population served than is actually the case. All population figures given on the survey forms were carefully reviewed and edited, however, to ensure that per capita measures would be valid. All returns from regional libraries and their members were also carefully checked for duplication of information on staff, income, and other elements of library operations.

Copies of the questionnaire were mailed to 1,018 public libraries. Some states also distributed a few additional copies, but they kept no record of the distribution. Returns totaled 657, of which 636 were usable. The public libraries submitting returns served at least 30,229,591 people, or 82 percent of the population of the nine states.²³

Because of the factors previously identified, the data reporting the distribution of public libraries by size of population served (see Table 30) do not possess the consistency that had been anticipated. For example, slightly

TABLE 30
PUBLIC LIBRARIES BY SIZE OF POPULATION SERVED AND BY
STATE AND REGION

State	Under 25,000	25,000- 50,000	50,001- 100,000	100,001- 250,000	Over 250,000	Total
Alabama	52	6	6	7	2	73
Florida	45	15	6	10	7	83
Georgia	35	11	19	10	2	77
Kentucky	58	14	4	2		78
Mississippi	17	18	8	3	1	47
North Carolina	14	18	18	6	1	57
South Carolina	14	18	11	7		50
Tennessee	69	17	2	9	5	102
Virginia	<u>25</u>	<u>20</u>	<u>12</u>	<u>10</u>	<u>2</u>	<u>69</u>
Region	<u>329</u>	<u>137</u>	<u>86</u>	<u>64</u>	<u>20</u>	<u>636</u>

636 Records Totaled

more than half (52 percent) of the public libraries served populations of 25,000 or fewer individuals. If each member of a regional library had submitted a return, the number of libraries serving fewer than 25,000 people would have been higher and some of the other categories lower.

In terms of their legal character, 265 of the libraries identified themselves as county libraries providing countywide service, and 23 said they offered some service outside the county. A somewhat smaller number, 235, reported that they were municipal libraries, and 136 of them provided either countywide or some county service. Thirty-two libraries noted that they were subscription or private libraries and belonged in the "others" category. According to their returns, 104 of the libraries were headquarters for a region. In addition to the headquarters libraries, 234 libraries indicated that they belonged to a region.

Of the 546 libraries that specified the number of counties in their service area, 442, or 81 percent, reported their services were offered within the boundaries of one county. These 442 libraries include municipal and private libraries, some of which do not extend service to an entire county. Sixty-six of the libraries said they served two or three counties, and 38, or 7 percent, provided service in four or more counties.

Approximately 77 percent (448) of the 583 libraries that indicated the number of municipal governments functioning in their service area stated that there were four or fewer. Seventeen percent (102) of the libraries reported the presence of five through ten municipal governments, and 6 percent (33 libraries) reported over ten. The latter group was composed of

large metropolitan libraries and the regional libraries that submitted a single report for the region.

Fourteen different purposes or objectives for cooperative programs, including a space of "others," were listed on the survey form. Respondents were asked to note any of these programs in which they were participating and to identify the person in charge of the program or someone who could supply descriptive details about the activity. Seventy-one percent of the libraries reported participation in one or more cooperative programs. Their replies showed that their involvement was limited almost exclusively to programs and services provided by the regional libraries and by the state library agencies. Of the fourteen areas of cooperation listed, interlibrary loan had the largest number (426) of participants. Cooperation in the provision of reference services was noted by 340 of the libraries. Membership in a regional library program was specified by 338 libraries; that number includes the headquarters libraries. Agreements covering direct borrowing by patrons had been reached by 313 of the libraries. None of the other cooperative programs involved as many as 270 of the public libraries.

In 546 of the public libraries the director reported to a library board. The director was responsible to a city manager in 36 of the libraries and to a city council in 10. In 7 libraries, the director answered to a county commission; to a county manager in 6 libraries; to a mayor in 2; and to a school board in 2.

The presence of a library board was recorded by 601 of the libraries. Most (446) of the boards were governing boards. Members of a large majority of the boards of the public libraries are appointed either by an elected body (307 boards) or an elected official (137 boards). Fifty of the boards are self-perpetuating. Of the 253 libraries that provided information concerning the length of the terms of board members, 239 indicated that the terms were limited. On 153 of the boards individuals were serving after their terms had expired because their successors had not been appointed. Monthly meetings were held by 255 of the boards and quarterly meetings by 220. The remaining 130 boards met at bimonthly or other intervals.

Friends of the library groups have been organized for 153, or 24 percent of the libraries. These associations were most commonly identified with libraries serving larger populations. The percentage of libraries reporting a friends organization increased steadily from 17 percent of the libraries serving the smallest size population to 50 percent of the libraries serving populations of above 250,000.

Finances

According to the returns, 265 of the public libraries received income from a specific tax designated in whole or in part for the library. Of the

libraries reporting such income, 124 said the tax rate was less than one mill. Forty-four libraries noted rates of one to one-and-a-half mills; 49 specified rates of one-and-a-half to three mills; and 48 libraries indicated rates of three or more mills. Fifty-three of the public libraries stated that a bond issue designated totally or partially for library purposes had been presented to the voters within the last five years. In thirty-one of the elections, the bond issue had been passed.

Income reported by the public libraries totaled \$70,807,264. Seventy-seven percent (\$54,509,729) of that amount came from local sources; 10.2 percent (\$7,237,089) from state sources; 6.4 percent (\$4,531,861) from federal sources; 1.8 percent (\$1,307,606) from fees; 1.4 percent (\$987,895) from contracts; and 3.2 percent was provided by gifts, grants from foundations, income from investments, and "other" sources. The small amount of income from investments (\$252,118) shows that public libraries have not accumulated substantial endowments, trust funds, and other investments. The principal of such funds recorded on the survey forms amounted to \$5,324,829. At least three of the libraries reported under "other sources" monies received from the United Fund. A few of the libraries maintained by clubs noted that they were completely dependent on contributions and provided no financial information.

It is quite possible that the same dollar has been counted twice in the data concerning income. For example, Library A reports as income its appropriation from the municipal government, and Library B reports as "contract income" or "income from fees" the funds that it received from Library A for services rendered. The same dollar is, thus, counted twice. A similar opportunity for duplication exists with the measures concerning expenditures.

The size of the population served appears to exert a definite influence on the relative importance of the various sources of income of public libraries. For example, libraries serving the largest population category received a higher proportion of their income from local sources and a lower percentage from the state than was the case for libraries serving smaller population groups.

Of the 596 libraries that compared their income of the then current year with that of the previous fiscal year, over half (325 libraries) reported that their current income was higher. In 154 libraries, the current income was lower. The remaining libraries noted that their income had remained approximately the same for both years.

In reporting the purposes of the state-aid grants they received, the public libraries recorded grants that totaled \$7,683,123. Approximately 43 percent (\$3,317,799) of the funds were granted for the purchase of books and other materials and 38 percent (\$2,896,270) for salaries. The remaining 19 percent was awarded for purchase of equipment and supplies (\$195,113), for use in relation to operating expenses (\$548,958), for "other" specified

purposes (\$317,091), and as undesignated grants (\$407,892). The size of the population served by the library made a considerable difference in the amount of state aid received. Expressed in per capita figures, the libraries received the following amounts: population served under 25,000, fourteen cents; 25,000–50,000 population, twenty-two cents; 50,001–100,000 population, thirty-five cents; 100,001–250,000 population, thirty-three cents; over 250,000, eighteen cents. The per capita figure for the total population served by the libraries was twenty-five cents.

According to the returns, public libraries received \$5,378,183 in federal grants, or the equivalent of eighteen cents per capita during the survey year. Approximately 84 percent of the total was supplied under Library Services and Construction Act funding. The remaining 16 percent was awarded under a number of different laws and by a number of different agencies with no one source accounting for a significant portion.

Reported operating expenditures of the public libraries amounted to \$68,462,324 (see Table 31). Salary and wage payments accounted for 62 percent of the disbursements; purchase of printed materials for 19.5 percent; binding costs for 1.2 percent; purchase of nonprint materials, 0.9 percent; cost of equipment and supplies, 4.2 percent; contract costs, 2.3 percent; travel costs, 0.5 percent; and other operating costs, 9.6 percent. In addition to their operating expenditures, the public libraries recorded \$4,773,821 in capital outlay costs.

The size of the population served by a library appears to have exerted only a slight influence on the percentage of expenditures devoted to the different purposes, but it did affect the amount spent per capita. In libraries serving populations under 25,000 in size, expenditures per capita amounted to \$1.29. The per capita figure showed a steady rise as the size of the population served increased. Operating expenditures of \$1.50 per capita were reported for libraries serving populations of 25,000–50,000; \$1.98 for populations of 50,001–100,000; \$2.42 for populations of 100,001–250,000; and \$3.30 for populations greater than 250,000. The expenditures per capita for all public libraries included in the survey equaled \$2.26. Capital outlay costs were excluded in calculating the figures given above. Inclusion of capital outlay increased the per capita figure for the region to \$2.42, and those for the different size population groups by amounts of from eight cents through twenty-three cents.

Staff

Public libraries employed 7,386 individuals (FTE), 29 percent of them being assigned to community or branch libraries (see Table 32). According to the survey definitions, approximately 30 percent (2,229) of the employees of the public libraries were professionals and 70 percent (5,157) were nonprofessionals. The professional employees included eighty individuals who were not librarians. Within the professional categories, indi-

TABLE 31
EXPENDITURES OF PUBLIC LIBRARIES BY PURPOSE AND BY SIZE OF POPULATION SERVED

Population Served	Salaries	Printed Materials	Binding	Nonprint Materials	Equipment and Supplies	Contracts	Travel	Other Operating Costs	Capital Outlay	Total
Under 25,000	\$ 3,196,912	\$ 949,178	\$ 24,575	\$ 41,595	\$ 221,831	\$ 51,951	\$ 38,470	\$ 767,665	\$ 855,294	\$ 6,147,471
25,000-50,000	4,210,153	1,369,450	56,913	43,231	254,721	83,192	51,155	800,727	705,566	7,575,108
50,001-100,000	7,680,590	1,955,354	69,223	77,367	481,584	159,333	87,572	939,078	498,619	11,948,720
100,001-250,000	12,792,279	3,604,140	106,149	153,567	709,743	368,622	99,114	1,863,302	974,219	20,671,135
Over 250,000	15,349,240	4,809,430	154,680	303,357	1,256,272	943,997	61,828	2,274,784	1,740,123	26,893,711
Total	<u>\$43,229,174</u>	<u>\$12,687,552</u>	<u>\$411,540</u>	<u>\$619,117</u>	<u>\$2,924,151</u>	<u>\$1,607,095</u>	<u>\$338,139</u>	<u>\$6,645,556</u>	<u>\$4,773,821</u>	<u>\$73,236,145</u>

636 Records Totaled

TABLE 32

EMPLOYEES IN PUBLIC LIBRARIES BY POSITION AND BY SIZE OF POPULATION SERVED

Position	Under 25,000	25,000- 50,000	50,001- 100,000	100,001- 250,000	Over 250,000	Total
Director	294.1	126.2	79.0	61.8	20.0	581.1
Associate or assistant director	49.5	20.5	31.0	36.4	14.0	151.4
Department head	14.0	28.2	62.5	138.0	98.0	340.7
Prof. lib., technical processes	6.8	6.5	21.0	43.8	37.0	115.1
Prof. lib., public services	5.0	14.7	21.0	90.0	133.1	263.8
Prof. lib., children & young people	6.0	14.0	15.0	22.0	29.0	86.0
Prof. lib., other areas	4.0	10.7	8.0	17.0	21.0	60.7
Other professional personnel	2.0	6.5	11.0	11.0	18.0	48.5
Library assistant	98.5	90.7	90.5	178.5	128.0	586.2
Library technical assistant	103.5	122.6	191.5	171.3	127.0	715.9
Clerical	137.6	210.4	200.7	391.5	376.0	1,316.2
Other	154.7	127.0	171.0	280.3	146.5	879.5
<i>Branches</i>						
Head librarian	41.1	75.5	80.5	109.0	97.5	403.6
Professional librarian	1.0		6.0	33.0	107.0	147.0
Other professional personnel		1.0		3.0	27.0	31.0
Library assistant	4.0	17.5	55.8	106.8	205.0	389.1
Library technical assistant	10.0	25.5	58.5	110.4	125.5	329.9
Clerical	9.5	42.8	61.4	89.4	216.0	419.1
Other	17.8	27.0	75.0	195.5	205.5	520.8
Total	<u>959.1</u>	<u>967.3</u>	<u>1,239.4</u>	<u>2,088.7</u>	<u>2,131.1</u>	<u>7,385.6</u>

636 Records Totaled

viduals occupying administrative positions constituted 66 percent of the employees. Seventy-four percent of the professional personnel worked in the central library, and most of them were found in the public service areas. Excluding the department heads for the following three areas, 16 percent of the professional staff members were assigned to public services, 5 percent worked in children and young people's departments, and 7 percent were assigned to the technical services area. Department heads and other employees in administrative positions, of course, may carry most of the work load handled by the various departments in the library. More specifically, the head of technical processes may be the only professional member of that department.

A comparatively small number of the employees of public libraries work with nonprint media. The libraries reported a total of 454 individuals who were assigned various responsibilities relating to nonprint materials. Of that number, 114 (32 percent) were classified as professional and 310 as nonprofessional in terms of the libraries' own classifications.

For purposes of the survey, library assistants and library technical assistants were included in the nonprofessional category although in some libraries they hold a paraprofessional, if not professional, classification. The public libraries reported employment of 2,021 library assistants and library technical assistants.

Distribution of the public libraries by the number of members on the staff shows that 42 percent (258) of them have 3 or fewer staff members. In 31 percent (191) of the libraries, there were more than 3 but fewer than 10 staff members, and 22 percent (135) had 10 to 50 employees. Five percent (30) had 50 or more people on their staff, with nine of that group having over 100 employees. The remaining twenty-two libraries apparently had no full-time employees.

According to the returns, 129 vacancies existed on the staffs of public libraries at the end of 1972. Of those vacancies, 74 were openings for professional personnel. The libraries expected to have 328 new positions approved and filled during 1972. Fewer than half (125) of the new positions carried a professional classification.

In reporting salaries, the libraries followed their own definitions of professional and nonprofessional positions, and they excluded any individuals paid on an hourly basis. Between 78 and 79 percent of the professional employees of public libraries earned less than \$12,000 annually, and almost 20 percent of them received less than \$9,000 (see Table 33). Only 60 individuals, or 3.4 percent of the 1,767 professional employees for whom data were reported, were paid \$16,000 or more. The lower salaries were concentrated in the libraries serving the smaller populations. Based on data supplied by 275 of the libraries, the average minimum beginning salary for the holder of an MLS degree was \$8,057.

In addition to providing measures of salaries, Table 33 shows that by the

TABLE 33
PROFESSIONAL EMPLOYEES IN PUBLIC LIBRARIES
BY SALARY RANGE AND BY SIZE OF POPULATION SERVED

Population Served	Under \$5,000	\$5,000-\$6,999	\$7,000-\$8,999	\$9,000-\$11,999	\$12,000-\$15,999	\$16,000-\$19,999	\$20,000-\$24,000	More Than \$24,000	Total
Under 25,000	75.8	38.8	36.5	32.0	3.0	1.0			187.1
25,000-50,000	41.0	44.2	69.2	59.5	15.0				228.9
50,001-100,000	22.5	27.5	69.3	104.5	33.0	6.0			262.8
100,001-250,000	49.5	44.4	134.8	191.3	86.0	15.0	2.0	1.0	524.0
Over 250,000		3.0	80.3	263.0	183.0	27.0	5.0	3.0	564.3
Total	<u>188.8</u>	<u>157.9</u>	<u>390.1</u>	<u>650.3</u>	<u>320.0</u>	<u>49.0</u>	<u>7.0</u>	<u>4.0</u>	<u>1,767.1</u>

636 Records Totaled

libraries' own definition of a professional employee there were 187 professional members of the staffs of the 329 public libraries serving populations of fewer than 25,000. This means that at least 142 of the libraries did not have a single full-time professional employee.

Their experiences in filling professional vacancies and new positions were characterized by 335 of the libraries. The largest group, 144 libraries, said no difficulties had been encountered in recruiting professional personnel. Noncompetitive salaries and benefits created the most serious obstacles for 120 of the libraries. Their geographic location handicapped 31 of the libraries. Twenty-one had found a shortage of experienced librarians; 13 had encountered a shortage of librarians with specialized training; and 6, a shortage of beginning librarians. Out of the 191 respondents who experienced recruitment difficulties, only 40, therefore, reported as their major problem conditions inherent in the available supply of manpower.

Salary data were supplied for 4,545 of the nonprofessional employees of public libraries. Forty-five percent of them earned \$3,000-\$5,100, and 23 percent received \$5,101-\$6,600. Salaries of more than \$6,000 were reported for 20 percent of the nonprofessional employees, but 12 percent were paid less than \$3,000.

Reflecting in part the number of small public libraries operated by only one staff member, by a part-time staff member, or by volunteers, survey data reveal a general absence of established personnel practices in public libraries plus a lack of adequate protection for public library personnel. Some employees were covered by a merit system in 72 libraries, and provisions for tenure existed in 71 libraries. Slightly more than half, 355, of the libraries provided a retirement program other than social security. Probationary periods of service were required by 263 libraries. Orientation programs were conducted for new nonprofessional employees by 175 libraries and for new professional staff members by 100. Grievance procedures had been established in 153 libraries, and performance review was used in 112. Policies regulating sick leave were in force in 482 libraries. Provisions for educational leave had been defined by 197 libraries and for attendance at professional meetings by 266.

Ninety-five of the public libraries hold regular meetings of department heads; 108 call meetings several times a year; and 10 schedule meetings annually or less often. Forty-three of the libraries stated such meetings are never held.

Staff associations have been organized in thirty-four of the public libraries, and in four libraries, some members of the staff belong to a union.

Collections

The holdings of printed materials of the public libraries included 32,925,370 volumes of books and bound periodicals or an average of 1.1

volumes per capita (see Table 34). The size of population served had little effect on the holdings per capita. Distributing the public libraries by the size of their collections reveals that 28 percent (177) of them had 10,000 or fewer volumes; 24 percent (150) held 10,001–25,000 volumes; 21 percent (135) reported 25,001–50,000 volumes; 16 percent (102) had 50,001–100,000 volumes; and 11 percent (72) held over 100,000 volumes.

Although it was not practical to attempt an analysis of the quality of their collections, the public libraries were asked to report the size of their holdings of adult fiction, adult nonfiction, and juvenile titles, in addition to the size of their collection of uncataloged paperback books. The 401 libraries that supplied this breakdown owned 66 percent of the total holdings reported by the public libraries. Their replies show that 25 percent of the holdings were adult fiction, 42 percent adult nonfiction, and 33 percent juvenile. This distribution of the total holdings varied significantly when the totals were displayed by size of population served by the library. Although the percentage of the collection devoted to juvenile titles remained relatively constant, the distribution between adult fiction and nonfiction showed marked change. As the size of the population served by the libraries increased, the percentage of the collection classified as fiction dropped steadily from 31 percent in libraries serving populations smaller than 25,000 to 18 percent in libraries serving populations greater than 250,000.

Uncataloged paperback books do not figure prominently in the total resources of the public libraries in the region. Some libraries do not acquire any paperbacks, and some catalog all that they purchase. The libraries that indicated the presence of such a collection owned 553,169 uncataloged paperbacks.

Libraries serving each of the five population groups hold government documents, microfilms, and other microforms. These materials are not found in every library, however, and over half of the holdings of each of the types of material was reported by the libraries that serve populations greater than 250,000. Thirty of the public libraries noted that they were designated depositories for federal documents. At the time of the survey, public libraries were receiving 5,707 newspapers and 86,006 periodicals.

During the survey year, public libraries added 2,365,240 volumes, or the equivalent of 0.1 volume per capita, to their collections of books and bound periodicals. Additions to holdings of government documents totaled 93,363; to those of microfilm, 22,139; and to collections of other microforms, 11,474. When the libraries compared the size of these additions to those of the previous year, the resulting data do not identify any definite trends. Usually, the number of libraries that said additions were higher currently approximated the number that said the additions were lower. The tabulations do suggest the possibility of a more rapid growth rate than had been true previously for microfilm and other microforms.

The individual returns show that a few libraries are deeply committed to

TABLE 34
HOLDINGS OF PUBLIC LIBRARIES OF VOLUMES OF BOOKS AND BOUND PERIODICALS,
GOVERNMENT DOCUMENTS, AND MICROFORMS BY SIZE OF POPULATION SERVED

Population Served	Volumes of Books and Bound Periodicals		Government Documents Titles	Reels of Microfilm	Other Microforms
	Total	Per Capita			
Under 25,000	4,901,128	1.2	2,663	4,136	3,698
25,000-50,000	4,985,427	1.1	55,904	10,738	2,899
50,001-100,000	6,269,853	1.1	145,600	17,970	2,051
100,001-250,000	8,105,816	1.0	52,860	63,566	3,479
Over 250,000	<u>8,663,146</u>	1.1	<u>1,023,151</u>	<u>121,671</u>	<u>79,976</u>
Total	<u>32,925,370</u>	1.1	<u>1,280,178</u>	<u>218,081</u>	<u>92,103</u>

636 Records Totaled

the use of nonprint media, but the tabulations of the holdings of the libraries as a group do not reveal the presence of extensive collections in the region. Recordings were more widely held and were held in greater quantities than any other type of nonprint media (see Table 35). Holdings of some type of nonprint material were reported by 439 libraries. Many libraries, however, maintained collections of only one or two types of materials and frequently the collections were very small. Tabulations on additions to the collections suggest that collections of audio tapes, films, filmstrips, and slides were growing more rapidly than had been true in previous years. The small number of libraries comparing the additions of nonprint materials to the number added during the previous year indicates that most of the individual libraries are not increasing the size of their holdings on a systematic basis. Not for a single one of the selected types of nonprint media did as many as 250 of the 636 libraries provide a comparison of their additions. For all eight types of materials listed on the survey form, 253 libraries reported that a higher number of items had been added during the previous year, 259 said they had added more during the current year, and 88 libraries reported that additions were approximately the same for both years.

Services and Activities

In order to reach the people in their area of service, public libraries maintain branches or community libraries, stations, and storefront libraries. Some of them operate bookmobiles, provide transportation to bring users to the library, and offer delivery services to users. The libraries covered in the survey maintained 1,070 community libraries or branches. Libraries serving populations of under 25,000 operated 102 of the community libraries, and the number of community libraries increased as the size of the population served by the main library increased. Libraries serving populations of 250,000 or above maintained 211 community libraries, or an average of 11 each. The number of stations recorded by the libraries totaled 1,469, and, again, libraries serving larger populations had a greater number of stations. Libraries serving over 250,000 individuals noted a total of 251 stations, or an average of 13. (The averages given for community libraries and for stations have both been rounded.)

Public libraries operated 489 bookmobiles during the survey year, and 35,887 scheduled stops were maintained by these bookmobiles. The majority, 18,130, of the stops were community stops; 14,720 were scheduled at individual homes; and 3,037 stops were made at schools. Almost half of the school stops were reported by libraries in Georgia. Comparison of the data on the number of bookmobiles and the number of scheduled stops reveals that libraries in some states made much heavier use of their vehicles than did libraries in other states. For example, libraries in Georgia and Kentucky reported half of all the stops recorded on the survey forms, but these

TABLE 35
HOLDINGS OF SELECTED TYPES OF NONPRINT MATERIALS OF PUBLIC LIBRARIES
BY TYPE OF MATERIAL AND BY SIZE OF POPULATION SERVED

Population Served	Motion Picture Films	Video Tapes	Audio Tapes	Recordings	Slides	Film-strips	Paintings	Other
Under 25,000	70	35	1,837	74,116	8,182	9,908	1,989	485
25,000-50,000	1,780	3	1,170	73,014	5,185	11,917	2,306	238
50,001-100,000	2,049	34	2,739	87,698	18,622	38,319	9,970	982
100,001-250,000	5,071	2,280	2,993	157,061	10,214	19,483	6,192	2,049
Over 250,000	<u>8,765</u>	<u>20</u>	<u>2,211</u>	<u>124,690</u>	<u>19,388</u>	<u>4,757</u>	<u>5,364</u>	<u>332,404</u>
Total	<u>17,735</u>	<u>2,372</u>	<u>10,950</u>	<u>516,579</u>	<u>61,591</u>	<u>84,384</u>	<u>25,821</u>	<u>336,158</u>

439 Records Totaled

libraries owned only 29 percent of the bookmobiles. There is some evidence that use of bookmobiles has been considerably reduced in the Southeast, and a few libraries reported that bookmobile service had been terminated.

Home deliveries to shut-ins were made by 302 public libraries. A few of them appeared to make the deliveries under special circumstances rather than under an organized service program offered on a regular basis. Eighteen of them indicated that transportation was provided to bring groups of people to the library for special programs.

Many libraries are available to the public on a definitely limited schedule. Of the 614 libraries that provided information on their hours, 278, or 45 percent, were open fewer than forty-five hours each week, and this group included some that were open less than twenty hours. According to the returns, 267 libraries were open forty-five to sixty-five hours each week, and 69 were open sixty-six or more hours. More of them (520) indicated that they were open at least part of the day on Saturday; 389 of them opened at least one night during the week; but only 54 opened on Sunday.

Although 546 (86 percent) of the libraries maintained a borrowers' or registration file, the decision to do so appears to be related to the size of the population served. Over 90 percent of the libraries serving between 25,000 and 100,000 people kept a registered borrowers' file, for example, but only half of those serving populations greater than 250,000 did so. The libraries followed a variety of practices concerning the granting of circulation privileges to nonresidents. Forty-five of the libraries noted the existence of formal agreements with other libraries covering reciprocal borrowing privileges for residents of the geographic area. Nonresidents were charged fees by 197 of the libraries. Thirty-nine libraries made materials available to nonresidents only through interlibrary loan, and 233 indicated no policy had been established concerning nonresidents. Seventy-eight of the libraries used "other" methods in dealing with the requests of nonresidents to check-out material, the one most frequently cited being the payment of a deposit to be refunded upon return of the material.

Libraries appear to be abandoning the practice of keeping circulation records; 394 of the 636 libraries supplied figures on volumes circulated. These 394 libraries served 13,018,259 individuals, or less than half of the population served by all the public libraries included in the survey. The 394 libraries reported a total circulation of 41,960,735, or 3.22 volumes per capita. Adult fiction accounted for 34.6 percent of the circulation, juvenile fiction for 32.9 percent, adult nonfiction for 20 percent, and juvenile nonfiction for 12.5. Expressed on a per capita basis, 2.17 volumes of fiction and 1.04 volumes of nonfiction were circulated.

Survey returns did not provide a clearly defined picture of the relationship between public and school libraries and of the policies public libraries follow where service to school pupils is concerned. No policy regulating use by school pupils had been formulated by 313 of the libraries. In 429

libraries, no restrictions were placed on the use of the library by school pupils, but 6 specified that services were limited. Reference assistance was provided by 472 of the libraries but restricted by 18. Interlibrary loans were extended to schools by 207 of the public libraries. Several libraries commented about service extended to private schools, and three or four indicated that they served as "the library" for a private school. The information suggests that approximately half of the public libraries have some kind of a working agreement with school libraries and that possibly as many as two-thirds of them place few if any limitations on the use of their collections by school pupils or on the services they will provide to them.

Public libraries secured 163,140 items on interlibrary loan during the survey year, or an average of 257 items each. They identified approximately 200 different libraries as the sources from which they borrowed most frequently. Their comments emphasized the leading role played by the state library agency in interlibrary loan transactions. In most cases, a public library sends its request for an interlibrary loan to the state library agency, and the agency either supplies the item from its own collection or attempts to locate a copy for the requesting library. All nine state library agencies were included in the list of the twenty-five libraries identified most often as sources of loans, and seven of the state agencies led that list. Editorial review of the questionnaires showed that the libraries usually borrowed from libraries located in the state in which the library making the request was located, and the tabulations showed that only a dozen of the lending libraries were located outside the nine-state area. Although public libraries dominated the list of those making loans, forty-five college libraries and eight special libraries were included.

The libraries lent 49,217 items to other libraries and supplied 5,920 photocopies in lieu of lending. Approximately 305 different names appear on the list of the libraries they identified as their most frequent borrowers. Only five libraries were listed five or more times. The majority of the 305 most frequent borrowers were other public libraries. The list included, however, the names of 40 college libraries, 12 special libraries, 5 state library agencies, and 4 high schools. The borrowing libraries were usually located in easy proximity to the public library making the loan; only 6 of the libraries were located outside the Southeast.

Survey findings regarding programs for young people and children show that public libraries conducting such programs have attempted to schedule them in locations that will be accessible to the people for whom they are intended. The returns indicate that 439 of the libraries held programs for children and young people in the central library. These 439 libraries conducted 22,246 programs during the year, or an average of 51 per library. Similar programs were held in their community or branch libraries by 168 of the respondents. They reported a total of 20,312 programs presented in the community libraries or an average of 121 per

library. Seventy-one libraries recorded programs conducted in schools; they presented 2,850 such programs. Ninety-five of the libraries offered programs in "other" locations—usually a community center. They conducted 7,222 programs in these "other" locations.

Six categories of potential users were listed on the survey form and respondents were asked to note any of the six for whom they made specific attempts to develop collections and for whom they provided special services. Not as many as half of the libraries recorded efforts to develop either collections or services for any one of the six categories. The categories of users and the number of libraries developing collections for their use were: genealogists, 310 libraries; persons of limited reading ability, 299 libraries; senior citizens, 289 libraries; businessmen, 237 libraries; community college students, 228 libraries; and the blind and visually handicapped, 208 libraries. The tabulations show that efforts to develop collections for these users were not always accompanied by a similar attempt to provide special services for them. When the six categories of users were ranked by the number of libraries indicating extra efforts to develop services for them, community college students led the list, with 290 libraries checking this category, and individuals with limited reading ability came last, with 203 libraries marking this group.

The public libraries indicated that they had conducted a total of 1,497 programs dealing with eight topics that were listed on the survey questionnaire. The eight topics and the number of programs held for each were: drugs, 411 programs; health and welfare, 332 programs; careers, 151 programs; retirement, 140 programs; consumer education, 131 programs; investments, 129 programs; budgeting and finance, 113 programs; and pollution, 90. Participants in these programs totaled 32,487. The average number of participants was highest for the programs relating to drugs, health and welfare, and retirement. In addition to those related to the eight selected topics, the libraries, of course, conducted programs dealing with other subjects. Many of the returns, however, contained no indication that the libraries had carried on any programs of this type.

Data on film showings provide some indication of the utilization of nonprint media as well as illustrating specific types of services that public libraries provide. The libraries reported a total of 58,790 film showings attended by 3,047,562 individuals. That figure includes some estimates. Film programs are by no means limited to the larger libraries; 7,040 of the showings were recorded by libraries serving populations of 25,000 or less.

In order to secure some measure of the relationship between public libraries and other agencies and organizations in their geographic area, the respondents were asked to indicate which, if any, of three types of contacts the libraries had during the year with each of twelve categories of agencies and organizations that were listed on the survey questionnaire. Obviously, not all of the organizations listed would be found in every community or

city, and, where they did exist, it would not always be possible to extract from the libraries' records the information requested. This latter condition applied particularly to the question which asked if the public library had supplied information to the organization. Although some of the affirmative answers to that question may be guesses, it is also possible that, in the absence of confirming records, some libraries that had provided information to the agencies left that question blank. Information on speeches or presentations made to the twelve types of agencies needs to be examined with the understanding that some of the organizations are more likely than others to invite speakers for their meetings. Data on the use of library facilities must be reviewed with an awareness that not all of the libraries have meeting rooms and auditoriums. Finally, it should be remembered that unlike the film showings and other programs that originated with the libraries, in the three types of contacts reported in Table 36, the library's role is that of response not initiation.

TABLE 36

PUBLIC LIBRARIES REPORTING INFORMATION SUPPLIED TO
SELECTED AGENCIES, SPEECHES MADE TO THOSE AGENCIES,
AND LIBRARY FACILITIES USED BY THOSE AGENCIES BY TYPE
OF AGENCY

Agency	Information Supplied	Speech Made	Library Facilities Used
Planning	158	18	86
Health	120	9	72
Recreation	140	24	67
Office of Economic Opportunity	107	22	57
Community action	111	36	74
Chamber of commerce	175	29	67
League of Women Voters	74	13	45
AAUW	58	29	41
NAACP	25	5	13
Men's business clubs	146	166	90
Women's clubs	266	241	206
Labor unions	19	5	23

636 Records Totaled

Data presented in Table 36 suggest that women's clubs, men's business clubs, chambers of commerce, and planning agencies have more contacts with the libraries; and labor unions and the NAACP have fewer contacts

than do most of the agencies. The most common type of library/local-agency contact appears to involve the library's supplying information. Although the number of libraries that reported their facilities were used by the agencies listed on the questionnaire is low, the data show that, with a few exceptions, the variations as to use by the different types of agencies is not great. Survey tabulations concerning the availability and use of meeting facilities provide a framework for interpreting the information reported in the preceding sentence and in Table 36. The number of times their meeting facilities were used during the year was recorded for 274 central libraries and 280 community or branch libraries. According to the returns, 30,909 meetings were scheduled in the central libraries and 14,051 in the community libraries. It would be useful to know what, if any, effects have been exerted on other library services by use of the meeting room by various groups.

Deposit collections are regularly supplied to agencies and institutions by many of the public libraries. Survey returns show that deposit collections were provided to schools by 180 libraries; to hospitals by 177 libraries; to detention facilities by 138 libraries; and to "other" agencies and institutions by 107 libraries. "Other" recipients of deposit collections included factories, fire stations, child care centers, hotels, and nursing homes. Most of the libraries appeared to supply deposit collections to one or two types of agencies, not to all of them.

Seventy-nine of the public libraries stated that they contributed information on their holdings to a union catalog located in the nine-state area. Review of their identifications of the catalogs showed that at least three were the catalogs of regional libraries, and they were omitted from the list. There were seven different catalogs included in the remaining seventy-six names on the list. Four of the seven were union lists of periodicals, and three were union catalogs.

According to the returns, sixty-eight of the public libraries had copies of their catalogs or portions of their catalogs available in some form other than cards. The entire catalog was available in book form in twenty-one libraries, on microfilm in six, and in some other form in one library. Copies of the serials catalog in book form were reported by eight libraries, in an "other" form by one library. An author catalog in book form existed in twenty-seven libraries, and on microfilm in eight. The subject catalog was available in noncard form in twenty-seven libraries, and book catalogs of special materials were reported by twenty-nine libraries. Book catalogs, thus, were more numerous, but they were not all being updated.

Over 60 percent of the public libraries indicated that during the previous five years they had conducted or were currently engaged in a study of library users. Specifically, 476 libraries stated that they had completed or had in process a study of all library users; 415 said they had completed or had in process a study of a specific category of users; and 401 reported

comparable information for studies of nonusers. Strong evidence exists that the number of libraries reporting studies completed or in process is too high. A follow-up undertaken to obtain more information about the studies produced a number of replies that said, in effect, there was no study other than a review of circulation records. Self-studies of operations had been conducted by 137 of the 636 libraries.

During the previous five years the public libraries had employed a consultant or a consulting firm on 288 occasions. However, because one library sometimes employed more than one consultant, the data do not indicate that 288 different libraries made use of outside consultants. By far the largest number were hired in relation to physical plant problems, with 48 being employed to assist with site selection and 156 to serve as building consultants. The services of 26 consultants were utilized in connection with an overall survey of the library, and 16 were employed to help develop programs of service to the disadvantaged. The remaining 42 consultants provided advice on automation of operations, collection development, nonprint media programs, service to business and other groups, system analysis, and "other" problems of library operation.

Public libraries receive a significant amount of consultative assistance from personnel on the staff of the state library agency. Consultants from that agency are legally responsible for providing local public libraries with advice and assistance on program development, on matters related to federal and state aid, and on many other aspects of library activity. During the survey year, 392, or 62 percent, of the libraries reported at least one visit from a state agency consultant, and many of them were visited much more often. The 392 libraries recorded a total of 3,200 visits. Although the number of libraries visited can be accepted as a reliable count, the data on visits are skewed because of the figures supplied by public libraries in Kentucky. In that state consultants are physically located in the headquarters of regional libraries, and some of the "visits" by consultants in Kentucky are not comparable to those reported by libraries in other states.

Seventy of the public libraries reported that some phase of their internal operations or of their services had been automated. These libraries included some of those serving populations under 25,000 in size as well as fourteen of the twenty libraries serving populations greater than 250,000. Computers were used most frequently in accounting, catalog card production, acquisitions, and circulation. Twenty of the libraries made use of data bases operated by other agencies or libraries, and two of them maintained some externally produced data bases. Nine of the libraries had created holding lists; eleven had compiled indexes; and three reported that they had established primary data bases. Policies concerning charges for use of the data bases in four libraries depended on the person making the request. In fourteen libraries, searches were conducted without charge, and in one library there was a charge for each and every search.

At least forty of the libraries make use of computers, and well over half (twenty-six) of that group depends on computers and related equipment administered by local governments. Five of the libraries have established a department or administrative unit to handle data-processing activities. The libraries reported twenty people on their staffs with data-processing responsibilities: eight in management positions, eleven analysts, and one operations staff member. Nine of the twenty positions carry professional rank. These public libraries spent \$177,325 on computer-based operations and communication services during the survey year. However, over half of that amount was reported by just one library.

Nine libraries reported they used WATS lines. Seven of them possessed teletype equipment or used "other" communications systems. Eighteen of the libraries were using or had used cable television.

Equipment and Quarters

The survey's inventory of the equipment available suggests that the libraries are not generally prepared to have patrons make use of nonprint materials in the library. According to the returns, 253 libraries own some audiovisual equipment. They reported a total of 912 listening stations and provision for at least 427 viewing spots. Although some machines were located in community libraries, most of the equipment was found in the central library. Equipment for using nonprint materials appears to be found mainly in the larger libraries.

Fewer than half of the libraries were equipped to use microforms. The libraries (262 reporting) owned a total of 499 microfilm readers, 138 microfiche readers, and 17 readers for other microforms. There were 148 reader-printers available; however, this total includes some readers counted in previous categories. Machines for using microforms were not reported in community libraries nearly so often as was equipment for using nonprint media. In addition to owning microfilm readers, fifteen libraries indicated that they had the equipment to produce microfilm. The availability of photocopy machines was recorded by 390 of the libraries. Including those in both the central and community libraries, there were 696 photocopy machines located in the libraries.

Dates of the construction and remodeling of the central library buildings were supplied by 548 of the libraries. Most of the remaining libraries were located in rented buildings or shared a building with other governmental agencies; a few said they did not know when their building was constructed. When the date of the original construction and the date of a remodeling were both given, only the latter was used in the tabulations. Exactly 100 of the libraries were housed in buildings constructed or remodeled prior to 1946, and 34 of them were operating in facilities built before 1916. A large majority (448) of the libraries occupied buildings erected since 1945, and 287 of them were in structures built since 1965. This means that slightly

more than half (52 percent) of the libraries for which data were supplied were housed in buildings completed or remodeled within the last decade.

Despite variations in the value of the dollar and changes in construction costs over the years, it was decided to include a request for the cost of construction on the survey form. The data collected would at least indicate the relative importance of the sources of funding. The reported costs of the central facilities, including any remodeling, totaled \$87,903,326. State and local funds provided 72 percent of that sum; federal funds, 18 percent; and gifts, 10 percent.

Information on dates and cost of their construction was given for fewer than half of the community or branch libraries. Many of the community libraries occupy rented quarters and were not, therefore, to be reported. Data were provided for 463 community library buildings. Of that number, 92 percent were built or remodeled after 1945. Only nine buildings were of pre-1916 vintage. The reported cost of the 463 buildings was \$37,522,281 with approximately 75 percent of the amount coming from state and local sources, 18.5 percent from federal sources, and 6.5 percent from gifts.

Thirty-six percent (231 libraries) said that the present quarters of the central library were adequate. Of the 148 respondents who evaluated their community library buildings, only 31 said they were adequate. In systems with several community libraries, it is entirely possible that housing for most is adequate but for a few inadequate; therefore, the response given on the survey form was negative.

Comparisons

In 1947, 69.6 percent of the population of the Southeast lived in an area served by a public library.²⁴ Twenty-five years later, 92 percent of the region's people lived in areas where public library service was available, and in four of the nine states, statewide coverage had been achieved by public libraries.

Patterns of public library organization changed during the period between 1947 and 1972. The 1946-47 survey included data on 597 public libraries—299 county libraries, 271 municipal libraries, and 27 regional libraries.²⁵ The current survey provides measures on 636 libraries—265 county, 235 municipal, 104 regional, and 32 "other" public libraries. The major increase in the number of regional libraries demonstrates the emphasis that has been given to uniting public libraries in large units of service.

The total income of public libraries in the region increased from \$4,985,609 to \$70,807,264, with local sources continuing to supply the largest portion of that income. In 1947 local funds accounted for 77.6 percent of the income of public libraries, state funds for 7.6 percent, and other sources for 14.8 percent.²⁶ In 1972 local funds represented 77 percent of their income; state funds, 10 percent; federal funds, 6 percent; and other sources, 7 percent. Public library expenditures amounted to 18

cents per capita in 1947.²⁷ By 1972, per capita operating expenditures had reached \$2.26 or \$1.25 in 1947 dollars. Expenditure patterns for 1972 differed from those recorded in 1947. In 1947, 51.4 percent of the disbursements had been devoted to salaries; 25.2 percent to the acquisition of books and other materials and to binding charges; and 23.4 percent to "other" costs.²⁸ Public libraries spent more on salaries (62 percent) in 1972 and less on acquisitions of materials (21.6 percent) and on "other" purposes (16.4 percent).

The number of employees rose from 1,696²⁹ in 1947 to 7,386 in 1972, but this growth becomes less impressive when related to the population served. There was one professional staff member to serve every 15,985 individuals in 1947 and one for every 13,562 individuals in 1972. The ratio of professional to nonprofessional personnel had shifted sharply. In 1947 there was one nonprofessional staff member for every 1.6 professional employees; in 1972 there were 2.3 nonprofessional employees for every professional staff member.

Collections grew in size, were changed somewhat in composition, and became more diversified in format. The number of books per capita was raised from 0.36 in 1947³⁰ to 1.1 in 1972. Although it was not possible in the current survey to investigate the quality of the collections, selection practices had obviously been modified by public libraries. In 1947 the adult collection was almost equally divided between fiction (48 percent) and nonfiction (52 percent); in 1972 the distribution was 37 percent fiction and 63 percent nonfiction. The relative proportion of adult and juvenile collections also changed. In 1947 juvenile titles constituted 29 percent of the collections;³¹ in 1972 the percentage was 33. In contrast to 1947, when only 43 public libraries reported "any use" of audiovisual materials,³² in 1972, 439 public libraries had collections of one or more types of nonprint materials. In addition to circulating recordings and other audiovisual materials, libraries conducted regularly scheduled listening and viewing hours and built other programs around nonprint media.

Measured by circulation statistics alone, use of public libraries almost doubled in the twenty-five year period: circulation was 1.8 books per capita in 1947,³³ 3.2 books per capita in 1972.

Many public libraries occupy comparatively new buildings, most of which are inviting and attractive structures—a decided improvement over the drab quarters in use in 1947.

The report of the 1946–47 survey contained six recommendations relating to public library development. The first recommendation dealt with financial support and the need to meet national standards. The second concerned the need to establish larger units of service that would incorporate the many small public libraries. The third stressed the need to provide access to public library service to every individual in the Southeast. The fourth admonished the public libraries to review their objectives and to

define priorities and concentrate on them. The fifth emphasized the need to develop collections about the region and its resources. The sixth and final recommendation dealt with the need for the creation of a climate of general understanding of public library functions and responsibilities.³⁴ Survey findings suggest that significant progress has been made towards achieving the second and third recommendations but that, in spite of the gains recorded, public libraries have not approached attainment of the first. On the basis of the available data, measurement of accomplishments in relation to the last three recommendations could not be made; certainly, no one of the three has been achieved. All six of the recommendations can appropriately be readopted in 1972 as goals for the planning of public library services in the region.

In spite of the major advances they have achieved since 1947, public libraries in the region continue to lag in comparison to national standards and to measures of libraries in other regions. Public libraries in the Southeast fail to meet ALA standards in relation to staff, collections, and hours the library is open to the public. Using only the population within the service areas of the 636 public libraries, there was one professional staff member for every 13,562 individuals to be served and one nonprofessional member for every 5,861 people in the area of service, or one staff member of some type for every 4,093 people. According to the standards for public libraries there should be one professional and two nonprofessional staff members for every 6,000 people served.³⁵ In order to attain this standard public libraries need 2,809 additional professional staff members and 4,919 nonprofessional employees, or a total of 7,728 new positions. At first glance, the 328 new positions the libraries indicated they expected to have approved and filled during 1972-73 appear to offer some promise that in twenty years or so the needed expansion of staff might be achieved. However, the population to be served continues to increase. Merely to match the population growth during 1972 and thus maintain the status quo required that the libraries add 250 new positions.

If public libraries are to meet the minimum standard of two volumes per capita³⁶ their collections of books and bound periodicals should be increased by 27,533,812 volumes. The rate at which books were being added to the existing collections offered no evidence that this shortage of volumes was being reduced. The libraries added only 2,365,240 volumes, or one-tenth of a volume per capita. Based on the recommendation that libraries serving up to 500,000 people should add one-sixth of a volume per capita, additions to the collections maintained by public libraries should have been 3,778,698 volumes. Instead of one periodical for every 250 individuals in the area served,³⁷ public libraries received one for every 351 individuals. Periodical subscriptions, therefore, needed to be increased by at least 34,912 subscriptions. The 17,735 motion picture films reported by the public libraries failed by 12,495 films to meet the standard of one title for

each 1,000 members of the population.³⁸ The libraries came closer to achieving the standard regarding recordings (discs and tapes). Their holdings equaled one recording for every 58 people, and only 77,062 recordings were needed to enable them to meet the standard of one for every 50 people they serve.³⁹

Most of the public libraries in the region failed to meet the standards regarding the number of hours open. Only sixty-nine of the libraries were opened the specified sixty-six or more hours each week.⁴⁰

Comparisons with national measures document other needs of public libraries in the Southeast. Salaries for professional positions on the staffs of the public libraries in the region are not comparable to those offered in other areas of the country. In 1972 the average beginning salary for a graduate of an accredited library school was \$9,248.⁴¹ The average minimum beginning salary public libraries in the region offered to the holder of an MLS degree was \$8,057. Only 14 percent of the region's public libraries noted a beginning salary of \$9,000 or more, and 36 percent offered \$7,500 or less. Few public libraries in the Southeast appeared to be in a position to attract recent library school graduates on the basis of salary.

Measures of public library service collected biennially by the Public Library of Fort Wayne and Allen County show that financial support provided public libraries in the region trails that supplied elsewhere. According to the information contained in the 1973 Fort Wayne compilation, 2 of the 54 public libraries located in the Southeast spent \$5.00 or more per capita; 94 (47 percent) of the 199 other libraries spent that much (see Table 37).

TABLE 37

PUBLIC LIBRARIES IN THE SOUTHEAST AND OUTSIDE THE
SOUTHEAST BY EXPENDITURE PER CAPITA BY RANGE, 1973*

Expenditure Per Capita	Southeast	Outside Southeast
Less than \$1.00	2	3
\$1.00-\$1.99	8	22
\$2.00-\$2.99	19	22
\$3.00-\$3.99	15	27
\$4.00-\$4.99	8	31
\$5.00-\$5.99		35
\$6.00-\$6.99	2	22
\$7.00-\$9.99		31
\$10.00 or more	—	6
Total	<u>54</u>	<u>199</u>

*Source: Beth E. Carpenter, comp. *Selected Statistics of Public Libraries in the United States and Canada Serving 100,000 Population or More, 1973* (Fort Wayne: Public Library at Fort Wayne and Allen County, 1973).

In order to secure comparative data for individual libraries, the southeastern libraries with the highest per capita expenditures were extracted from the Fort Wayne report. They were then arrayed by size of population served, and the Fort Wayne report was reviewed again to identify libraries outside the region that were serving populations of a similar size. Income data were pulled from the 1970 census for each of the areas served by the libraries. Table 38 was constructed from these measures. The table possesses the obvious weaknesses found in any compilation of data from several sources. It indicates, however, that cities and counties of a comparable size and without a significantly greater income provide a higher level of financial support than do cities and counties in the Southeast.

Generalizations

The years between 1947 and 1972 were good ones for users of public libraries in the Southeast. Significant increases in financial support enabled the libraries to strengthen their collections, to improve their buildings, and to diversify and expand the services they offer. Growth and change truly characterized public library development in the Southeast during the twenty-five years, and the region's people were the beneficiaries. Ninety percent of them now live in areas served by public libraries, and the legal removal of racial barriers has opened the doors of each of these libraries to everyone in their areas of service.

Federal aid for libraries, only an elusive dream in 1947, became a fact of life in 1956, providing significant stimulation for the growth of libraries. Without detracting from the importance of the financial support it has supplied, federal aid has made its most significant contribution to public library service in the Southeast through the direction it provided for the development of that service. By requiring the formulation of plans and by the identification of priorities and target groups to be reached, the LSCA compelled libraries to review their operations carefully and develop services for groups of the population that had received little attention previously.

Before the end of the 1950s the last of the states that needed to take such action had made provision for state aid for local public library service. The criteria and formulas used in allocating state aid have been designed to ensure that the funds promote the growth of local library service in accordance with recognized professional principles and standards. Both federal and state aid have thus exerted an impact on the growth of libraries that goes beyond financial support.

Local governments have increased their appropriations for public library service and continue to supply the major portion of the income of public libraries. In spite of greater local support supplemented by state and federal aid, public libraries still do not receive a level of funding that enables them to acquire the materials that should be available to the people of the

TABLE 38

PER CAPITA EXPENDITURE OF PUBLIC LIBRARIES, POPULATION SERVED,
MEDIAN FAMILY INCOME, AND PER CAPITA INCOME BY LIBRARY, 1973*

Name of Library	Per Capita Expenditure	Population Served	Median Family Income	Per Capita Income
Kalamazoo Library System (Mich.)	\$11.46	102,224	\$12,077	\$3,245
Rockford Public Library (Ill.)	8.20	147,370	12,085	3,533
Seattle Public Library (Wash.)	7.95	530,831	12,557	4,080
Prince George's County Memorial Library (Md.)	7.83	650,000	13,401	3,742
New Haven Free Public Library (Conn.)	6.94	137,707	9,031	3,181
Cuyahoga County Public Library (Ohio)	6.92	760,000	12,933	3,727
Hammond Public Library (Ind.)	6.86	107,790	11,648	3,350
Fairfax County Public Library (Va.)	6.75	533,900	16,807	4,537
Alexandria Library (Va.)	6.15	110,938	13,391	4,631
Ventura County & City Library (Calif.)	5.56	301,597	12,054	3,252
Paterson Free Public Library (N.J.)	5.55	144,824	9,840	2,882
Pierce County Rural Library District (Wash.)	5.43	228,184	11,073	3,178
Tucson Public Library (Ariz.)	5.32	351,667	8,759	2,884
Public Library of Des Moines (Iowa)	5.05	201,404	11,350	3,408
Reuben McMillan Free Library Association (Youngstown, Ohio)	5.05	304,545	9,928	2,827
Birmingham Public Library (Ala.)	4.85	300,910	8,692	2,577

Atlanta Public Library (Ga.)	4.64	660,000	10,656	3,163
Forsyth County Public Library (N.C.)	4.31	214,348	10,733	3,109
Orlando Public Library (Fla.)	4.14	341,120	9,621	2,988
Richmond Public Library (Va.)	4.08	249,430	10,620	3,168
Fort Lauderdale Public Library (Fla.)	4.04	139,122	13,729	4,638
Greenville County Library (S.C.)	4.04	240,546	9,669	2,759
Hialeah J. F. Kennedy Library (Fla.)	4.04	102,452	10,543	3,003
Memphis Public Library & Information Center (Shelby County, Tenn.)	3.97	722,111	10,117	2,762
Henrico County Public Library (Va.)	3.89	154,364	12,591	3,713

*Source: Beth E. Carpenter, comp. *Selected Statistics of Public Libraries in the United States and Canada Serving 100,000 Population or More, 1973* (Fort Wayne: Public Library of Fort Wayne and Allen County, 1973); U.S. Bureau of the Census, *1970 Census of Population*. Tables 89 and 124.

region. They are unable to employ enough staff members to provide the services that should be offered or even to remain open to the public an adequate number of hours each week.

Lack of funds have handicapped but not deterred public libraries from attempting to provide the kinds of services they know should be extended. Some libraries are, with limited budgets, currently offering creative and imaginative services that go far beyond traditional reference and reading guidance. These libraries sponsor discussion and study groups and build programs around the use of nonprint materials. They participate in adult basic education activities and plan services to meet the needs and interests of specific categories of the population. There are other libraries that have plans for expanded services but lack of staff has delayed their implementation. Returns from still other libraries showed a complete absence of service programs and contained no evidence that any were being contemplated.

The small size of their staffs places serious constraints on the services offered by public libraries and prevents full exploitation of existing collections. The libraries need more professional staff members—both librarians and nonlibrarians. Some public libraries in the region will never have a professional librarian on their staffs, but they can operate effectively with professional guidance from the staffs of the state library agencies and of the regional libraries. At present, neither the regional libraries nor the state agencies have sufficient personnel to supply the amount of assistance that is needed.

Lower salary levels and noncompetitive fringe benefits place public libraries at a disadvantage when recruiting new staff members. In addition, few of them provide programs or have adopted policies that encourage the professional growth of their present staff members.

Although their holdings are greater and now include different forms of print and nonprint media, public libraries still do not have the quantity of materials that should be available. In order to meet the diverse needs for informational and recreational publications they are responsible for supplying, they should have larger collections. Through the creation of resource centers and specialization in the development of collections, some states are improving resource support for the services provided by public libraries.

The combination of stronger state library agencies and more regional library systems has supplied a framework for cooperative activities and has produced a structure for achieving wider utilization of existing collections. This structure, moreover, offers a foundation for the creation of state networks that can be united in regional and national networks. Under the leadership of the state library agencies, the public libraries are now developing a better basis for such a network than either school or academic libraries.

Although progress was recorded in every aspect of public library service

during the period between the two surveys, major inadequacies exist in public libraries in the Southeast. Measured by the extent to which recommendations in the 1947 report have been met, by national standards, by the status of public libraries outside the region, and by 1972 survey data, public libraries lack both the resources and the staff to provide the kinds of services that should be available.

Recommendations

1. *Increased financial support should be provided for public library services.* At no time have appropriations for public libraries been adequate, and they have never constituted a sizable percentage of either local, state, or federal expenditures. The people of this region cannot receive library service of the caliber that should be available until adequate financial provision is made for that service. At the time of this writing, with the depressed national economy tending to produce overall budget cuts, every effort should be made to exclude public libraries from these cuts. During periods of economic recession more people seek information to upgrade their qualifications for employment and the need is thus increased for the kinds of materials and services that are available only at public libraries.

2. *Public libraries should give staff priority in planning for the future.* They need more professional staff members. Salaries should be raised and fringe benefits improved. Personnel policies need to be instituted that will make positions more attractive, and the professional growth of present staff members should be encouraged.

3. *Each public library needs to develop and implement realistic annual and long-range plans that take into consideration anticipated growth and change in the geographic area it serves.* Local planning should be consistent with a statewide plan based on the operation of resource and service networks.

4. *Each library needs to increase its knowledge and understanding of the educational, economic, and social characteristics of the specific categories of users and nonusers who live within the geographic area it serves and of the factors that shape and modify those of their needs that the library can serve.*

5. *Each library needs to establish and maintain communication with other local agencies in order to increase the effectiveness of its support for those programs.* Especially, the library needs to strengthen its ties and contacts with other units of local government to reinforce its identification as a productive member of the local government family.

6. *Each library should review its internal operations in relation to current management procedures and principles and analyze and evaluate its decision-making processes.*

7. *Each library needs to be seeking ways to measure and report its contribution to local government and to the people it serves.* In addition, it should maintain an awareness of the work underway on measurement of library services and adopt any techniques that are applicable in that particular library.

C. SCHOOL LIBRARY/MEDIA CENTERS

The mailing list for the school library/media centers, the longest of those utilized in the survey, covered 14,075 schools. Questionnaires were returned by 5,108 of them, and 30 more wrote letters or cards saying that the schools did not have media centers. There were 148 of the questionnaires that could not be used because the school was not in existence in 1971-72 or because so little information was supplied. Of the returns, 4,960 were actually processed and used in the survey; returns from 166 private schools are included in that number.

Because the profession appears to prefer the term "media center," it is used in the following presentation of the survey findings. That designation is by no means universally accepted or even recognized in some communities as being descriptive of any of the activities handled by school libraries. Survey returns showed that many school librarians view school libraries and media centers as two distinct and very different operations. In a number of schools where organized collections of print and nonprint media exist, they are, indeed, completely separate operations. In the following pages, the term "media center" covers both the collections of printed material and related services designated school libraries and the collections of print and nonprint materials and related services that are variously identified as school libraries, media centers, school library/media centers, and materials centers. Because of the limitations imposed by time and finances, collections and services restricted exclusively to nonprint or audiovisual materials were not covered in this survey.

Totals given in the tables appearing in this section vary considerably because of the differences in the number of media centers answering each question. Some centers failed to record the grades included in the school. Lists of those centers were sent to the respective state school library supervisors with the request that they supply the missing data. Not all of the requests were met. Returns from the schools involved were processed, and the data are included in the totals, although they cannot be identified by type of school. In the tables presenting data by type of school, the column totals are sometimes greater than the sum of the values appearing in the column because of the inclusion of data from one or more of the returns where the respondent did not identify either the type of school or grades included. Footnotes identifying the discrepancy have been utilized in every case.

Because of the great variation in grades included in individual schools, absolute consistency in the classification of the schools could not be achieved. According to the instructions on the survey form, the highest grade in the school determined its classification, and this policy was applied in the editing of the returns. Grade 6 was used as the cut-off for elementary schools, Grade 8 for middle schools, Grade 10 for junior high, and Grade 12 for senior high. In addition to those four classifications, categories were

established for vocational-technical schools and for special schools. The latter classification covers schools for exceptional children and schools operated by correctional institutions.

Almost half (46.3 percent) of the returns came from elementary schools. Middle schools submitted 15.3 percent of the returns; junior high schools, 12.8 percent; and senior high schools, 24.6 percent (see Table 39). The vocational schools and special schools together equaled slightly less than 1 percent of the returns. Because so few schools in the last two categories submitted returns, tabulations concerning their resources and services have limited value and are skewed in some cases because several schools were new and reported "start-up" expenses and activities. The 4,645 schools for which the data were available had an enrollment of 3,074,494 pupils. Approximately 42 percent of these schools had 500 or fewer pupils, but slightly more than 4 percent had over 1,500 pupils, and there were 75 schools with enrollments greater than 2,000.

Thirty of the schools without media centers sent cards or wrote letters instead of completing the first page of the survey form. Data are, therefore, available for only 175 of the 205 schools lacking media centers. This group includes 73 elementary, 26 middle, 27 junior high, 39 senior high, 4 vocational, and 6 special schools. The enrollment reported for these 175 schools was 96,227.

The total enrollment in public elementary and secondary schools in the nine-state area during the survey year was approximately 8,500,000. Including schools with and without media centers, the enrollment reported on the returns that were processed totaled 3,170,721.

According to the 4,668 centers that answered the question concerning the relationship between the collections of print and nonprint materials owned by their schools, the two types of materials are combined administratively more often than not. The media center contained holdings of both print and nonprint materials in 4,377 schools; it should be noted, however, that 4,497 centers recorded specific counts of both print and nonprint materials in their collections. A separate center maintained the collection of nonprint or audiovisual media in 225 schools. Sixty-six of the centers answering the question said that their schools did not own nonprint materials.

Staff

Survey returns show that 84.3 percent (4,014) of the media centers had the services of at least one full-time librarian or media specialist. Librarians or media specialists who worked in other schools were reported by 8.5 percent (406) of the media centers. In some cases as many as five schools shared the services of a single person—with the person spending one day a week in each media center. Teacher-librarians managed 2.7 percent (130) of the media centers and, in addition, taught classes. Nonlibrarians main-

TABLE 39
SCHOOLS WITH MEDIA CENTERS BY TYPE OF SCHOOL AND BY STATE AND REGION

State	Elementary	Middle	Junior	Senior	Vo-Tech	Special	Total
Alabama	50	12	26	64	3	2	157
Florida	329	42	84	138	4	6	603
Georgia	669	351	115	270	1	2	1,408
Kentucky	235	34	153	178	1	1	602
Mississippi	36	3	19	47	1		106
North Carolina	170	67	60	110		5	412
South Carolina	189	51	29	81	1	4	355
Tennessee	190	34	65	132	4	7	432
Virginia	350	139	62	156	1	2	710
Region	<u>2,218</u>	<u>733</u>	<u>613</u>	<u>1,176</u>	<u>16</u>	<u>29</u>	<u>4,785</u>

tained 2.3 percent (110) of the centers. There were 101 schools (2.1 percent) that indicated "other" arrangements for management of the media center. In a number of cases, the school secretary or the principal was identified as the individual responsible for the operation of the media center, and it appeared that in those 101 centers there was, in effect, no one available on even a part-time basis to serve the pupils. Individual teachers offered whatever assistance was given.

The media centers had 7,194 employees during 1971-72 (see Table 40). Elementary schools claimed 38.3 percent of them. Senior high schools with 33.5 percent of the employees and only 24.6 percent of the media centers had the largest concentration of personnel. Centers in junior high schools had 13.7 percent of the employees, and centers in middle schools, 13.5 percent.

"Library/media specialist II," as used in Table 40, applies to a person holding a degree in library science or media services; 40.6 percent of the personnel working in media centers met this definition. "Library/media specialist I" covers individuals meeting minimum state certification requirements, and 29.9 percent of the employees so qualified. "Library/media technician" identifies individuals with postsecondary training who perform library/media related activities, and 3.9 percent of the personnel were so classified. Finally, "clerical" applies to employees with secretarial and clerical duties, and there were 25.6 percent of the employees in this group.

Assuming that library/media specialists II and I constitute the professional staff members and that the technicians and clerical employees are support personnel, there was one professional staff member for every 597 pupils enrolled in the schools and one support staff member for every 1,432 pupils or one staff member (professional or support) for every 421 pupils. The type of school affected the number of pupils per media center employee. In elementary schools, one media center staff member served 397 pupils; in middle schools, 424 pupils; in junior high schools, 441 pupils; in senior high schools, 443 pupils; in vocational schools, 472 pupils; and in special schools, 238 pupils. In addition to assisting pupils, media center staff members supported the work of 154,840 teachers, principals, and other administrative personnel. There was one professional member on the staffs of the media centers for every 31 teachers and other school personnel.

Of the 4,692 centers reporting, 42.8 percent noted that media center personnel had contracts covering fewer than ten months. Fifty-three percent had ten-month contracts, 2.6 percent had eleven-month contracts, and 1.6 percent had contracts for twelve months. In these tabulations, all lengths were rounded to the nearest whole month. Of the media centers with more than one staff member, 201 indicated that the individual contracts differed in length, with the head of the center having a longer contract.

TABLE 40
MEDIA CENTER PERSONNEL
BY TYPE OF POSITION AND BY TYPE OF SCHOOL

Type of School	Library/Media Specialist II	Library/Media Specialist I	Library/Media Technician	Clerical	Total
Elementary	1,058	1,003	108	586	2,755
Middle	378	329	40	225	972
Junior High	418	246	35	288	987
Senior High	1,039	568	89	715	2,411
Vo-Tech	12	1	1	15	29
Special	17	7	5	10	39
Total	<u>2,922</u>	<u>2,154</u>	<u>279*</u>	<u>1,839</u>	<u>7,194*</u>

*Because of the inclusion of unclassified school data, the total exceeds the sum of the values given.

Salary data were supplied for 6,760 of the members of the staffs of the media centers. In examining the distribution of personnel by salary range given in Table 41, it should be remembered that the data cover both professional and nonprofessional employees. The distribution shows that 37 percent of the individuals earned between \$7,000 and \$8,999, that 24.4 percent received more than \$9,000, and that 38.6 percent earned less than \$7,000. Assuming that the salaries of the technicians and clerical personnel were all reported in the lower ranges, most of the professional members of the staffs of media centers appear to have earned more than \$7,000 annually. Over 95 percent of the library/media specialists felt that their salaries were comparable to those of other instructional personnel. Library/media specialists were slightly less certain, however, that their status was comparable to that of other instructional personnel. Approximately 93 percent of them felt that they enjoyed the same status.

In 12 to 15 percent of the media centers the library/media specialist was expected to handle activities that were not related to the operation of the media center, and in a few schools the library/media specialist was assigned more than one "outside" duty. Library/media specialists in 615 centers were responsible for sponsoring a nonlibrary/media club. In 441 centers, the library/media specialists conducted study halls; that is, in less than 10 percent of the schools, they bore this responsibility. The library/media specialists in 299 centers taught nonlibrary/media classes. The 299 recorded here is considerably higher than the 130 centers that indicated a teacher-librarian was in charge of the media center. In the former case, the people appeared to hold degrees or to be certificated as librarians or as media specialists; and in the latter case, the individuals had completed a minimum number of hours, if any, in library science or media programs. Library/media specialists in 231 schools handled a homeroom, and in 136 schools, they took care of clerical tasks in the school office. A number of the returns bore notes concerning the library/media specialists' responsibilities in relation to both bus and cafeteria duty.

Approximately 26 percent (1,246) of the media centers reported the use of adult volunteers. They were used most often by centers in elementary and middle schools. Centers taking advantage of the assistance of adult volunteers reported an average of twelve hours of such help per week. In some of the centers, the volunteers concentrated all of their time on a particular project or activity—a book fair or the center's inventory—rather than working throughout the school year. Attitudes about the value and practicality of using volunteers varied. A few of the returns included enthusiastic comments about the effective contribution that adult volunteers had made to the centers' programs. More of the returns noted that the volunteers were not dependable and that their accomplishments were not sufficient to justify the time devoted to planning and supervising their work. Some of the media centers indicated that they would be delighted to

TABLE 41
MEDIA CENTER PERSONNEL BY SALARY RANGE AND BY TYPE OF SCHOOL

Type of School	Less Than \$4,000	\$4,000-\$4,999	\$5,000-\$6,999	\$7,000-\$8,999	\$9,000-\$11,999	\$12,000-\$15,999	\$16,000-\$19,999	Over \$20,000	Total
Elementary	422	79	376	1,043	551	119	8		2,598
Middle	179	38	130	369	184	22			922
Junior High	197	41	167	299	175	30	6		915
Senior High	486	142	321	777	448	77	7		2,258
Vo-Tech	8	2	7	3	6	1			27
Special	7		7	9	15	1			39
Total	<u>1,300*</u>	<u>302</u>	<u>1,008</u>	<u>2,500</u>	<u>1,379</u>	<u>250</u>	<u>21</u>		<u>6,760*</u>

*Because of the inclusion of unclassified school data, the total exceeds the sum of the values given.

have the assistance of adult volunteers if any could be found. Several centers reported that the school principal was opposed to their use.

Almost 83 percent (3,954) of the media centers used student assistants. A higher percentage of the centers in senior high schools used student assistants than was the case for centers in other types of schools. The centers reporting their use averaged forty-three hours of student help each week. Data on hours of help are not truly valid, however, primarily because of differences in defining precisely what constitutes student assistance in a media center. In some elementary schools, for example, every child is given some small task during his regular visit to the media center and was counted as a student assistant on the survey return. In most (2,823) of the media centers that used them, student assistants were not compensated or rewarded for their work. In 605 schools the students earned course credit, and in 293 they were given service or honor points. Some student assistants received wages in 467 centers or, in the case of some of the private schools, were exempted from payment of tuition. In 185 cases the library/media specialist arranged—and financed—a picnic, party, or some other event for the student assistants.

Finances

Over 300 of the media center returns contained either no financial data or only partial data. These returns were processed for the survey, however, because they did provide measures of the holdings, staff, and activities of the media centers. The nature of the returns suggests that some of the library/media specialists simply do not maintain any financial records. Incomplete financial data relate primarily to salaries and wages. Only a small percentage of the media centers included funds for salaries and wages in their statement of income, and many of the centers did not report any expenditures for salaries and wages. Although these omissions are understandable, in view of the funding and budgetary practices of elementary and secondary schools, the lack of complete information on these payments weakens the financial measures of the centers.

The media centers reported a total income of \$17,309,812. According to the returns, state and local sources provided 60 percent (\$10,384,753) of the income received by the media centers. Federal funds accounted for 31.8 percent (\$5,507,289) of the income, and gifts, 2.7 percent (\$469,137). Fines and reimbursement for lost books amounted to 1.6 percent (\$268,762) of the income, and "other" sources supplied 3.9 percent (\$679,871). In the last category, book fairs were cited often as a source, but the income they produced was not large. Over a dozen of the media centers serving public schools listed "student library fees" under "other" income. Had the centers supplied complete information on income, the percentage received from state and local sources would have been much higher, with a corresponding decrease in the comparable figure for each of the other sources.

Of the 4,469 media centers that compared their 1971-72 income with that for 1972-73, 47.5 percent (2,123) noted that 1972-73 income was higher. Income was approximately the same for both years for 18.2 percent (812) of the centers, but 34.3 percent (1,534) indicated that 1972-73 income was lower.

In identifying the sources of their federal funds, the media centers noted awards that exceeded the amounts they reported as income. They provided no explanation of the difference. Exclusive of special purpose grants, the media centers said they received \$6,256,506 in federal funds, or approximately \$2.15 per pupil. The largest portion (65.3 percent) was allocated under Title II of the ESEA with \$4,083,851 being reported from that source. The next largest amount, \$869,729, was provided under Title III of the National Defense Education Act. The remaining funds were awarded as follows: ESEA Title I, \$853,228; ESEA Title III, \$187,212; and other federal sources, \$262,486. The senior high schools received the largest percentage of the federal funds.

One hundred ninety-seven of 4,786 schools noted that during the previous five years, they had been awarded a special-purpose or institutional grant. The purpose of these grants varied considerably and an exact tabulation was not practical. The largest group of awards related to the collection—expansion of the collection to reach a certain number of books per pupil and development of collections on specific subjects such as black studies or ecology. A sizable number of the grants were made to support the expansion of audiovisual resources and programs, and a number of them were related to the improvement of reading skills.

Data on the expenditures of the media centers (see Table 42) confirm the inaccuracy of the measures of their income. The expenditures totaled \$42,655,455, a figure approximately 2.5 times greater than the reported income. The expenditures are also understated. The amount paid in salaries and wages to media center personnel should be higher than the \$27,025,383 reported. Expenditures indicated for other purposes appear to be valid and reliable measures, although in a few cases binding costs and expenditures for nonprint materials were included in the amount spent for printed materials. According to the returns, the media centers spent 23.9 percent of their funds for printed materials; 1.3 percent for binding; 6.5 percent for nonprint materials; 4.2 percent for supplies; 0.8 percent for contracts and other purposes; and 63.4 percent for salaries and wages. According to the information they supplied, 37 percent of the centers spent less than \$4,000, 12 percent spent between \$4,001 and \$8,000, and 9 percent spent more than \$20,000. Salaries and wages are included in these totals but, as indicated previously, these data are incomplete. More of the centers should appear in the brackets covering higher expenditures.

Including salaries and wages, the media centers spent \$14.36 per pupil. Per pupil expenditures by category of school were as follows: \$15.01,

TABLE 42
EXPENDITURES OF MEDIA CENTERS BY PURPOSE AND BY TYPE OF SCHOOL

Type of School	Salaries	Printed Materials	Binding	Nonprint Materials	Supplies & Equipment	Contracts	Other	Total
Elementary	\$10,921,028	\$ 3,196,259	\$277,316	\$1,152,991	\$ 614,586	\$ 59,101	\$ 41,939	\$16,263,220
Middle	3,550,418	1,441,079	38,925	346,634	226,772	11,553	20,093	5,635,474
Junior High	3,500,724	1,449,363	49,962	360,350	235,848	8,711	14,659	5,619,617
Senior High	8,882,041	3,977,156	178,258	853,002	666,601	125,950	60,767	14,743,775
Vo-Tech	37,400	42,901	85	6,903	19,041	325		106,655
Special	133,772	91,910	2,176	37,976	13,341	3,800	1,726	284,701
Total	<u>\$27,025,383</u>	<u>\$10,200,468*</u>	<u>\$546,725*</u>	<u>\$2,758,056*</u>	<u>\$1,776,199*</u>	<u>\$209,440</u>	<u>\$139,184</u>	<u>\$42,655,455*</u>

*Because of the inclusion of unclassified school data, the total exceeds the sum of the values given.

elementary; \$13.97, middle; \$13.72, junior high; \$14.02, senior high; \$8.84, vocational; and \$33.65, special schools. The data for the last two types are not valid because of the small number of schools involved. Expenditures per pupil for materials—both print and nonprint but excluding binding—amounted to \$4.18 for all schools. For elementary schools, the per pupil figure was \$3.90; for middle, \$4.22; for junior high, \$3.97; and for senior high, \$4.48. The per pupil expenditures of \$3.64 in vocational schools and \$13.26 in special schools are not, as indicated earlier, satisfactory measures.

Collections

Collections of the media centers included 33,212,224 volumes of books and bound periodicals, 39,599 reels of microfilm, and 9,991 items of other microforms (see Table 43). Although microfilm and other microforms were not widely held, they were found in at least a few media centers in every type of school with the exception of the special schools. In round figures, there were twelve volumes of books and bound periodicals for each elementary school pupil; eleven volumes for a middle school child; nine volumes for a junior high school pupil; ten for a senior high school pupil; six for a vocational pupil; and fourteen for a child in a special school. The number of volumes per pupil for all schools was 10.64.

TABLE 43
HOLDINGS OF MEDIA CENTERS OF PRINTED MATERIALS BY
TYPE OF MATERIAL AND BY TYPE OF SCHOOL

Type of School	Books and Bound Periodicals	Reels of Microfilm	Other Microforms
Elementary	13,856,478	2,657	1,060
Middle	4,513,287	218	1,149
Junior High	4,118,597	3,379	1,875
Senior High	10,503,497	33,010	4,442
Vo-Tech	80,002	335	1,215
Special	134,163		250
Total	<u>33,212,224*</u>	<u>39,599</u>	<u>9,991</u>

*Because of the inclusion of data about unclassified schools, the total exceeds the sum of the values given.

Additions to the collections of books and bound periodicals did not average as much as one volume per pupil. Of the 3,849 centers that compared their additions during the current year to those of the previous year, 42.2 percent reported that the current year's additions were higher;

45.1 percent indicated that they were lower; and 12.7 percent said they were the same. Additions to holdings of microfilm and microforms were small except for those reported by media centers serving senior high schools. There, in relation to previous holdings, the additions were noteworthy in size.

Nonfiction titles constituted 62.8 percent of the collections of the media centers and fiction, 37.2 percent. Centers serving elementary schools were asked to include their easy books in the fiction count, and they reported the highest percentage (45 percent) of fiction of any of the types of schools. The percentage of the collection classified as nonfiction was, in round figures, 55 percent for elementary schools, 60 percent for middle, 67 percent for junior high, 72 percent for senior high, 75 percent for vocational schools, and 58 percent for special schools.

The media centers recorded ownership of 326,141 uncataloged paperbacks. It should be noted that some centers catalog all their paperbacks, and that there are others that do not acquire paperbacks.

The periodical subscriptions received by the media centers totaled 173,256 or the equivalent of one periodical for every 18 pupils. The centers received 12,808 newspapers or one newspaper for every 237 pupils.

Most media centers maintain vertical file collections of pamphlets and other ephemeral materials. In round figures, such collections were reported by 73 percent of the elementary schools, 72 percent of the middle schools, 82 percent of the junior high schools, and 92 percent of the senior high schools. The average number of trays recorded by each type of school exceeded seven. Vertical file collections are found less often in the vocational and the special schools; only 63 percent of the former and 69 percent of the latter noted their existence. Also, the collections were smaller in size in these schools with the average number of trays being slightly more than four for each type of school.

Deposit collections are still used to supplement the resources of a comparatively small number of the media centers. Centers in 181 elementary schools received deposits. Eighty-three middle schools, 26 junior high schools, and 73 senior high schools were also provided with such collections. Public libraries supplied the deposits for most (212) of these centers. The state library agencies provided the collections for 76 of the centers, and the library of the local school system was the source of deposits for 56 centers. Only 1 center recorded deposits from the office of the state school library supervisor, so that single return was counted with those centers that received deposits from "other" sources, raising the total for that group to 19. Deposit collections included 146,802 volumes.

Although they are not available in large quantities in every center, nonprint materials are found in a proportionately greater number of media centers than is true for either academic or public libraries. As Table 44 shows, the centers held larger quantities of filmstrips and recordings

TABLE 44
HOLDINGS OF MEDIA CENTERS OF SELECTED NONPRINT MATERIALS BY TYPE OF MATERIAL AND BY
TYPE OF SCHOOL

Type of School	Motion Picture Films	Video Tapes	Audio Tapes	Disc Recordings	Slides	Filmstrips	Paintings	Other
Elementary	1,766	4,140	81,082	546,441	166,533	1,095,185	78,188	219,645
Middle	858	922	22,599	130,004	67,310	317,330	23,700	76,747
Junior High	753	639	19,450	97,708	67,734	304,266	9,952	82,950
Senior High	8,147	2,842	63,726	260,712	288,630	590,640	35,356	148,409
Vo-Tech	39	85	1,235	1,402	5,247	6,775	79	1,762
Special	88	58	2,234	5,676	2,451	12,220	151	2,288
Total	<u>11,651</u>	<u>8,686</u>	<u>190,379*</u>	<u>1,041,963*</u>	<u>597,905</u>	<u>2,326,571*</u>	<u>147,426</u>	<u>531,801</u>

*Because of the inclusion of data about unclassified schools, the total exceeds the sum of the values given.

than of other types of nonprint media. Transparencies and multimedia kits were specified most often as materials in the "other" category. Paintings, as reported in the table, includes holdings of study prints. The total quantities of each type of material listed in Table 44 appear large, but these holdings are distributed among 4,497 schools. The distribution of the media centers by the gross count of all their nonprint holdings shows that 30.3 percent held 500 or fewer items. Holdings of 501 to 1,000 items were recorded by 28.7 percent of the centers. Approximately 36.4 percent owned between 1,001 and 3,000 items, and 3.5 percent reported ownership of 3,001 to 5,000 items. Only slightly more than 1 percent (forty-seven centers) noted holdings exceeding 5,000 items.

Data on additions to the holdings of these nonprint materials suggest that the collections are being increased at a rapid rate. Most of the centers owning nonprint materials reported the additions to their holdings, but not many of them provided a comparison of the size of the additions with those of the previous year. For each type of material, the number of centers that recorded higher additions during the current year exceeded those indicating lower additions.

Although teachers and other school personnel appear to rely heavily upon collections that have been developed at the headquarters of many of the local school systems, most of the media centers also maintain a small collection of professional materials. The 4,018 centers with professional collections held a total of 358,070 volumes and received 34,523 periodicals, or, in round numbers, an average of eighty-one volumes and eight subscriptions per center. The budget of the media center provided the chief financial support for the professional collection in 83.7 percent of the centers. In 5.6 percent of the centers, a separate budget was established to cover acquisition of professional material, and in 4.2 percent of them, the professional collection was developed primarily through gifts. "Other" resources used by the remaining 6.6 percent of the centers included dependence on deposits from the professional collection of the local school system. One center noted that the professional collection was maintained by the local public library.

Services and Activities

The media centers in 66 percent of the schools were open longer than the school day. These centers followed many different schedules. The most common pattern reported was opening thirty minutes prior to the beginning of classes and closing thirty minutes after the end of the last class; approximately 43 percent of the centers operated on this schedule. Approximately 4 percent of the centers were open an hour before and an hour after classes. The remaining centers followed many different combinations of time periods with some being open after school ended but not before. Many of the questionnaires contained notes to the effect that the

library/media specialist would keep the center open after the end of the regular day when pupils needed access to its resources. Thirty-four percent of the media centers answering the question indicated that they were closed immediately before and after school. Several of those so indicating stated that because the children were bused, there was no reason for the center to stay open.

Pupils come to the media center by a variety of policies during the school day. Classes or class committees may come in 4,268 centers on the basis of a schedule worked out in cooperation with the library/media specialist. In 3,322 of the centers, a pupil may come individually at any time, but after checking that possibility, some of the centers also indicated that an individual student must have a pass signed by a teacher or a study hall supervisor. A total of 2,524 centers noted that passes were required. Students may be assigned to a study hall in 520 of the media centers. Because only 441 library/media specialists indicated that they were responsible for supervising study halls, it appears that someone other than a member of the media center staff supervised some study halls conducted in the center. Pupils came to 733 of the media centers under other arrangements; for example, a number of the centers specified that students were free to come during their lunch hour.

Not many media centers were available to the pupils other than during the school day. Only 124 of them were open selected nights during the school year. Eighty-eight were supervised by a member of the media center staff on the nights they were open. Twenty-five of the centers were open a part of the day on Saturday during the school year, and in fifteen of those centers a member of the staff was on duty. Most of the centers that were open at night or on Saturday served private schools. According to the returns, 693 of the centers were open on a limited schedule during the summer, but most of these were open only if summer classes were being offered at the school. One center noted that it was operated in the summer as a branch of the public library. Another center said that the PTA financed its being open during the summer.

Survey returns show that instruction provided pupils in the use of media center resources was limited both in variety and in the number of centers offering such instruction. Informal instruction given an individual pupil as a need arises, the most common of the methods employed, was reported by 4,013 of the media centers. In more than half (2,657) of the schools, media center personnel offered a formal class dealing with the use of the media center and its resources. Tours of the center and brief instruction in its use were given to all new pupils by center personnel in slightly more than half (2,490) of the schools. Media center personnel taught units on the center in some of the regular classes in 1,466 schools. Although 966 returns indicated that programmed instruction in the use of the media center was provided, review of the individual questionnaires raised doubts concerning the accu-

racy of some of the answers to that specific question. Finally, 467 centers indicated the use of "other" methods to provide instruction in the use of the center. Mentioned frequently were pupils, particularly student assistants, instructing other pupils and teachers providing instruction as part of their regular classroom activity.

Most (4,084) media centers gave an affirmative answer to the question concerning their depositing small collections in individual classrooms; it is likely, however, that some of them were merely indicating they would do so if a need arose. The practice of making classroom deposits was reported most often by centers in elementary schools (91.4 percent) and least often by centers serving high schools (75.4 percent).

Sixty-six percent of the media centers supplied circulation statistics. Many of the figures reported were obviously estimates. The following measures are, therefore, subject to major weaknesses. In round figures, circulation per pupil amounted to forty-four items for elementary schools, thirty-one items for middle schools, twenty-one for junior high schools, sixteen for senior high schools, seven for vocational schools, and thirty-four for special schools. The per pupil figure for all schools was twenty-nine.

School pupils make use of public and academic libraries in addition to their own media center, and this use has created problems in some localities. Survey data do not provide a precise description of the relationship between school pupils and other libraries, in part because the survey form could not include all the questions that needed to be asked regarding this topic. In many communities, pupils lack convenient access to public and academic libraries so that the likelihood of their using other libraries is remote. This point should be recalled in considering the following data. Approximately half (2,419) of the media centers said that no specific policy had been established concerning the use of the public library by their pupils, and almost 30 percent (1,406) stated that no policy existed regarding pupil use of academic libraries. Seventy-eight of the media centers indicated that, with the exception of the juvenile and young people's collection, public library resources were not available to school pupils. Again, with minor exceptions, existing academic library resources were not available to pupils according to 46 centers. Thirty-one percent (1,485) of the media centers reported no restrictions on the use of public library resources, and 300 centers noted no restrictions on the use of the holdings of academic libraries. Interlibrary loan was provided by public libraries to 1,050 media centers and to 356 centers by academic libraries. Several centers also noted that the bookmobile made regular stops at the school. One center said a member of the staff of the public library visited the school at periodic intervals to discuss with the pupils the public library's resources and programs.

Library/media specialists vary in the extent to which they work with teachers and other school personnel. In recording their activities, they were

asked to report only those they performed on a regular (three or four times a month) basis. In slightly more than 70 percent (3,373) of the schools, library/media specialists confer with teachers regarding problems of individual pupils. In approximately 60 percent (2,852) of the schools, library/media specialists assist teachers in planning class assignments. Personnel in slightly more than 30 percent (1,461) of the centers participate in curriculum planning, and in approximately 9 percent (438), they take part in team teaching. The type of school served by the media center does not appear to have any significant effect on the performance of these activities by center personnel.

The tabulations show that more of the centers participated in centralized film programs than in other centralized services. Approximately 67 percent of the centers took advantage of one or more centralized services. Centers serving senior high schools made less frequent use of such services than did those in other types of schools. Most of the centers used services provided by the local school system.

Although many of the media centers stated that they "continuously" reviewed the use of their collections and services, only 370 reported that formal studies of pupil and teacher use had been conducted during the previous five years. Many of these studies were completed by a library/media specialist in fulfillment of the requirements of a course in which she was enrolled. Usually the respondents did not supply enough information about the studies to permit analysis. Studies of teacher use and needs appeared to be more common than studies of pupil use and needs. Reading-interest studies were cited more frequently in connection with the pupils. Studies undertaken in preparation for a visitation by a committee of the Southern Association were omitted from consideration and were not counted in the total given above.

Survey data show that on-site contacts of school library consultants with media center personnel were infrequent. Visits by state school library consultants during the year were noted by 965 (20 percent) of the respondents. Slightly more than 30 percent (295) of the visits were made in response to a request from media center personnel. Some of the centers reported more than a single visit, the average number of visits for the 965 schools being 1.5.

Contacts with library/media supervisors or consultants for local school systems were more numerous although the number of media centers involved was considerably smaller. It should be emphasized that not all local systems employ a library/media supervisor and that, therefore, not every media center has a supervisor available at the system level. Media centers in 394 schools were visited by local library supervisors an average of 16.7 times.

Equipment and Quarters

When the tabulations of the equipment available for use in listening to or viewing nonprint media are related to the number of schools covered in the survey, it becomes obvious that not all schools are adequately equipped to make effective use of audiovisual materials. Tabulations of the equipment held by the schools show that, proportionately, the elementary and the special schools possess more equipment for the use of such materials as recordings, audio tapes, and slides, and that they also own more of the television sets. The senior high schools have more of the machines for reading the various microforms. Counts of the equipment available in the media centers appear to be reliable, but the totals are understated for machines located in other areas of the school. The media centers themselves contain over half of the stations that were reported for use of the viewing and listening equipment.

Photocopy machines were found in 649 media centers. In 437 of these centers pupils were charged for the use of the machines.

Many of the media centers operate within the confines of one large room. Other centers have separate spaces available for specific purposes. The percentage of the centers that stated rooms or facilities were available for different purposes follow: workroom, 73 percent; storage room, 54 percent; office, 49 percent; conference room, 34 percent; viewing room, 25 percent; production laboratory, 10 percent; and darkroom, 3 percent. The reading room of the media center was used for study halls and other purposes in 1,746 (37 percent) of the centers. Such use was reported by centers serving every type of school.

In approximately 48 percent of the centers the quarters occupied 1,500 or fewer square feet; in 8 percent, the square footage exceeded 5,000. Shelving capacity exceeded 20,000 volumes in slightly more than 3 percent of the centers but was 4,000 or less in approximately 15 percent.

Some of the centers occupy one-time cafeterias, classrooms, or auditoriums; others are in quarters carefully designed to be attractive to pupils and convenient for the daily work of both library/media specialists and pupils. Seventy-two percent of the 4,299 centers for which construction data were available were built or remodeled after 1955. Twenty-six percent of the quarters were built between 1916 and 1955, and 2 percent were constructed prior to 1916. Approximately 31 percent (1,478) of the centers indicated that their present quarters were adequate. Slightly more than 14 percent said that new quarters were being planned. In proportion to their number, more of the centers serving high schools reported such plans.

Comparison

It would be easy to defend the proposition that the contrast between descriptive data for 1947 and 1972 is greater for school libraries than for

any other type of library. To begin with, the consolidation of schools throughout the region changed the pattern of education to a considerable extent. The reduction of the number of schools from approximately 42,000 to approximately 15,000, while the number of pupils rose, says much about changing attitudes of the public and the increased authority of boards of education. The consolidation of schools also suggests a concentration of resources on fewer but stronger educational facilities and programs rather than dispersal of support among many small, frequently weak, units.

Data reported from the 1947 survey covered 1,910 high schools, 107 junior high schools, and 231 elementary schools, or approximately 5.4 percent of the schools that were in operation.⁴² The 1,176 senior high, 613 junior high, 733 middle, 2,218 elementary, 16 vocational, and 29 special schools with media centers that are included in the 1972 survey represented approximately 34 percent of the schools in operation at that time. In addition, data on enrollment and type of school were available for 175 schools having no media center.

In 1947 the expenditure per pupil for print and nonprint materials was \$1.12.⁴³ The comparable figure in 1972 was \$4.18 (\$2.23 in 1947 dollars). The percentage of expenditures devoted to the purchase of books dropped during the twenty-five-year period, but the number of books per pupil was increased from 6.24 in 1947⁴⁴ to 10.64 in 1972. Data on holdings of nonprint materials were not included in the 1947 report, but the fact that fewer than a third of the libraries had such materials was noted, and the need to integrate print and nonprint media in one collection was stressed.⁴⁵ By 1972 almost 94 percent of the media centers held some nonprint materials, and the increasing use of the designation "media center" instead of "school library" testified to the growing acceptance of the concept of a unified collection of all types of materials.

In 1947 there was one school library staff member for every 406 pupils and one professional staff member for every 449 pupils.⁴⁶ In 1972 there was one media center employee for every 421 pupils, and one professional staff member for every 597 pupils. The increase in number of pupils served by media center personnel was not so great as the measures cited indicate. The 1947 report noted that a large percentage of the employees were part-time. In addition, some of the individuals classified as professional in 1947 would not be so counted under the definitions used in the 1972 survey. The conclusion that the personnel of media centers has not been increased in proportion to enrollment, however, appears to be valid.

Because they are restricted to those schools that have centers, these quantitative measures of the resources held by media centers fail to place in proper perspective the tremendous progress that has been made in the provision of library/media services to pupils and teachers in the region. Noting that accurate data were not available,⁴⁷ the 1947 report included no count of the number of schools with and without libraries. This 1972

report, likewise, does not provide such data, but it has supplied measures indicating that in seven of the states approximately 90 percent of the schools have library/media centers. There can be no serious questioning of the fact that a major increase has taken place in the number of schools that provide library/media services for their pupils.

The proportion of the media centers providing individualized services to the pupils and instruction in the use of library/media services does not seem to have changed significantly during the twenty-five years. In 1947, 72 percent of the libraries offered "formal lessons" in the use of the library.⁴⁸ Data from the current survey show that 55.5 percent of the centers teach a formal class on the use of the media center and that 30.6 percent teach a unit in one of the English or other classes. Because some of them use both methods the percentages cannot be interpreted as indicating that 86.1 percent of the centers provided instruction in the use of their resources in 1972. In 1947, 84.5 percent provided individual instruction, and in 1972, 83.8 percent of the media centers reported that they gave individual instruction to pupils as a need arose. The percentage of media centers making use of student assistants changed from 50 percent of the elementary schools and 75 percent of the other schools in 1947⁴⁹ to 83 percent of all schools in 1972.

Measures of the librarians' contacts with and services extended to teachers as presented in the 1947 report do not lend themselves to comparison with the 1972 data. For example, according to the 1947 report, "almost half of the total group participated in curriculum study groups";⁵⁰ data from the 1972 survey show that media center personnel regularly participate in curriculum planning in slightly more than 30 percent of the schools. The 1972 measures do not suggest a widespread expansion of any of the services offered; they do show that more centers have established a collection of professional materials for the use of the teachers.

Measured against the standards of the Southern Association, the resources of the media centers in the schools in the nine-state area make an impressive showing in two areas. First, the number of accredited schools has increased from 1,005 in 1946-47⁵¹ to 4,263 in 1972.⁵² Survey returns were received from 2,609 of the accredited schools. Second, the standards for both elementary and secondary schools call for, ultimately, 10 books per pupil.⁵³ The total number of books reported by all schools equals 10.64 per pupil.

The media centers do not, however, meet the standards for staff. The standards state that a secondary school with an enrollment of 300 must have a full-time professional staff member; with an enrollment of 1,000, a school must have a professional assistant; and with an enrollment of 750, a school must have a clerical assistant.⁵⁴ To determine the number of professional employees that media centers in secondary schools needed in order to meet this standard, the number of pupils was first divided by 1,000 and the

results multiplied by two; and to arrive at the number of clerical or support staff required, the number of pupils was divided by 750. These calculations show that media centers in secondary schools should have had 3,830 professional staff members; they reported 2,978, or 78 percent of the number needed to meet the standard. The centers should have had 2,554 clerical staff members; they actually had 1,392, or 55 percent of the required number.

When data supplied by schools accredited by the Southern Association and those not accredited were tabulated separately, the results for all schools show that the accredited schools spent \$14.46 per pupil, owned 11.1 books per pupil, had one film for every 234 pupils, and had a media staff member for every 432 pupils. The unaccredited schools spent \$12.65 per pupil, held 10 books per pupil, owned one film for every 372 pupils, and had a media staff member for every 426 pupils.

New national guidelines and standards for media programs released early in 1975 continue to be higher than those of the regional education association, and the media centers in the Southeast fall far short of attaining any of them. The national standards recommend one professional and two support staff members for every 250 students.⁵⁵ If the region's media centers had only one staff member for every 250 pupils, they would have employed 12,128 individuals instead of the 7,194 they reported on the survey forms. For there to be a professional staff member for every 250 pupils the media centers would have to add about 7,152 library/media specialists.

Measured against the national standards, the region's media centers are substandard where collections are concerned. Table 45 suggests some of their major inadequacies as defined by the new standards. The first column identifies each of the types of print and nonprint materials for which the 1972 survey generated a specific count. Where a quantitative standard can easily be related to the material the requirements are given at the lowest level specified in the relevant standard. The second column records the number of items needed in order for the schools covered in the survey to meet the standard. These figures were calculated by multiplying the total number of pupils enrolled in those schools by the minimum number of items called for in the standard. The third and final column shows the total count of the individual items actually held by media centers in the region. A quick comparison of the second and third columns shows that the total holdings do not equal any of the counts required to meet the standards for any of the specific types of material. Regional holdings of filmstrips (76 percent of the standard) and of books (68 percent of the standard) make the best showing when measured against the recommendations. Media centers in the region hold 12.74 items per pupil in contrast to the 40 items specified in the standards.

Following the pattern of Table 45, Table 46 shows the quantity of

TABLE 45

STANDARDS FOR SELECTED MATERIALS IN MEDIA
COLLECTIONS, QUANTITY MEDIA CENTERS IN THE REGION
NEED TO MEET STANDARD, AND ACTUAL HOLDINGS BY TYPE
OF MATERIAL

Type of Material and Standard Used	Number Needed to Meet Standard	Actual Holdings
Filmstrips: 1 per user	3,031,962	2,326,571
Slides and transparencies: 4 items per user	12,127,848	597,905
Audio tapes, recordings, etc.: 3 items per user	9,095,886	1,232,342
Books: 16 per user	48,511,392	33,212,224
Microfilm and other microforms		49,590
Films		11,651
Video tapes		190,379
Paperbacks		326,141
Paintings and study prints		147,426
Other		531,801
All materials: 40 items per user	121,278,480	<u>38,626,030</u>

TABLE 46

STANDARDS FOR SELECTED EQUIPMENT FOR MEDIA
COLLECTIONS, QUANTITY MEDIA CENTERS IN THE REGION
NEED TO MEET STANDARD, AND PIECES OF EQUIPMENT
ACTUALLY OWNED BY TYPE OF EQUIPMENT

Type of Equipment and Standard Used	Number Needed to Meet Standard	Number Owned
Filmstrip projectors: 1 per 3 users	1,010,654	41,090
Slide projectors: 1 per 100 users	30,320	11,609
Overhead projectors: 1 per 50 users	60,639	40,872
Tape recorders, records players, etc.: 30 per school	143,580	105,884
Opaque projectors: 1 per 500 users, 1 per school	10,850	6,414
Microprojectors: 2 per school	9,572	1,759

equipment that media centers in the region need to meet national standards and the equipment that survey findings indicate they own. The data support the conclusion stated previously that the schools do not have an adequate supply of the machines needed for the use of nonprint materials. They came closest to meeting the standards covering audio equipment and opaque projectors.

As a check on the survey results, the state school library consultants were asked to supply selected data from the statistical reports maintained by the respective state departments of education. Six of the states supplied the data requested (see Table 47). Their replies show that approximately 90 percent of the public schools have media centers and that 79 percent of the schools with media centers have the services of a full-time librarian. State school library consultants in Alabama and Kentucky also provided data on private schools. In those two states 214 of the 406 private schools had media centers, and 86 of them had full-time librarians.

Summary

Notable progress has occurred in the establishment of centralized media programs in the region's elementary and secondary schools. Although specific data are lacking, a careful review of the available facts suggests that between 90 and 95 percent of the public schools have a media center. The status of media programs in private schools is not nearly so clear. Because of the rapid increase in the number of private schools in the region and the uncertainty of their status, there is not even an accurate count of how many of them there are. This being so, it is obviously impractical even to speculate about how many of them have a media center.

Thanks in large part to federal aid, media centers have been able to develop book collections that, from the standpoint of size, should provide the basic support essential for classroom activity. Additions to these collections, however, do not appear to be sufficient to include new materials that should be available to the pupils and to provide for replacement of worn copies of standard works. It appears to be a common practice in many systems to concentrate book funds on one or two schools each year. Particularly if a new school is being opened, for example, it will receive the bulk of the book funds. If there are schools whose collections are not equivalent in size to ten books per pupil, those schools get extra book funds. In the systems that follow this policy, the library/media specialist in a school that has a reasonably adequate collection experiences difficulties in acquiring funds to purchase new books. It is essential that some funds be allocated annually to each media center so that the library/media specialist can plan systematically in conjunction with the teachers to purchase badly needed new materials as well as to provide for replacement of older materials. Only by the addition of materials on a regular basis can collections be kept alive.

Holdings of nonprint materials are not so extensive as holdings of books are, and some schools have yet to begin collections of such materials. Probably even more than is the case with books, federal funds have stimulated and supported the development of nonprint resources. Some schools have not yet adopted a unified-media approach, and librarians and audiovisual specialists need to work together in securing acceptance of such an

TABLE 47
STATISTICAL DATA FOR PUBLIC SCHOOLS BY STATE AND REGION

	Alabama	Georgia	Kentucky	South Carolina	Tennessee	Virginia	Region
Number of public schools	1,371	1,815	1,292	1,107	1,789	1,769	9,143
Number with media centers	1,225	1,809	1,216	1,090	1,148	1,727	8,215
Number without media centers	146	6	76	17		42	287
Number with certificated librarians	699	1,718	1,140	896		1,402	5,855
Number without certificated librarians	672	91	66	50			879
Number with full-time librarians	598	1,449	927	852	1,073	1,622	6,521
Number with part-time librarians		360	288	238	75	245	1,206
Volumes of books and bound periodicals	5,707,169	11,683,573	6,953,623	7,053,575		12,496,670	43,894,610

approach. School administrators—and some librarians and some audiovisual specialists—must recognize that it is not a matter of either print or nonprint resources to support the school's curriculum, but a matter of materials that support the curriculum and meet the needs and interests of the pupils. Personnel of the media center should understand and appreciate the unique potential of each form and be prepared to work with teachers and pupils in the use of the particular form that will most effectively serve the immediate need. Schools that have both the materials resources—print and nonprint—and the personnel to provide this kind of essential support are not numerous in the region.

Judged by every approach taken to the analysis of media center resources and services in the region, the weakest element is personnel: there simply are not enough people working in media centers to maintain resources and develop programs. First, the individual survey returns reveal that there are many schools, both elementary and secondary, where there is only a single person to serve as many as 750, 1,000, or even 1,200 pupils—one person without any professional or clerical help. Next, tabulations of the survey returns confirm the impression produced by the reading of the individual returns. The total number of professional staff members (5,076) exceeds the number of schools by only 290, but there are 2,710 schools with enrollments greater than 500 that certainly should have a second person. The total number of clerical and support personnel (2,118) equals less than half the number of schools. Next, measured against standards of the Southern Association, the media centers serving secondary schools should have 852 more professional and 1,162 additional clerical staff members. Finally, according to current national standards, the media centers need 7,152 new positions to meet the standard of a professional staff member for every 250 pupils.

Returns from some media centers showed a sufficient number of staff members to serve the enrollment and to provide creative programs. Many more returns indicated that all the one or two members could do was maintain a "holding" operation. The fact that the media centers do not have the number of staff members necessary for the fulfillment of their basic responsibilities helps to explain why so few centers reported the availability of the complete range of services that they should be extending to pupils and teachers. Likewise, lack of staff contributes to the failure of many centers to engage in systematic self-study and evaluation of their programs.

The availability of the services of centralized processing centers and the assistance of library/media supervisors on the staff of the local school system have helped many of the local library/media specialists cope with problems created by lack of staff. Processing centers and local supervisors are not, however, found in all systems. In some media centers adult volunteers have been used to advantage. Centers that have made productive use of volunteers should share their experiences with the centers that are interested in

attempting to obtain such assistance from unpaid workers.

The immediate and urgent personnel need of the media centers appears to be for clerical assistance—dependable help to decrease the time the library/media specialist devotes to typing, filing, and other routines and to increase the time available for work with individual students and teachers and for planning and evaluation. Although survey returns documented the still common practice of two or more schools sharing the services of one library/media specialist, not as many examples of centers sharing the services of a clerical staff member were cited. Two or three media centers in the same system could profitably pursue the possibility of having a clerical worker assigned to them jointly.

Survey data provide convincing evidence that pupils are encouraged to come voluntarily to the media center. Findings concerning pupil use of materials in other libraries are less clear. Library/media specialists need to be aware of pupil needs that cannot be met by the media center and to work with teachers and pupils and other libraries to ensure that all reasonable pupil needs are met. To accomplish this objective the library/media specialist must establish and maintain a close working relationship with staff members of other libraries in the locality.

The survey returns provided many illustrations of the continued failure of administrators at the local school, the system, and even the state level to recognize the role of the media center in the school and to provide the support that such centers should receive. Within their own centers and in their professional organizations library/media specialists should, through reports of activities, statements of needs, interpretations of programs, and other appropriate means, seek to increase administrators' understanding of the functions of the media center and of the contribution it makes to the school.

Although library/media specialists value the Southern Association and its accreditation program, the association and its standards do not appear currently to be exerting the same kind of positive influence on the growth of school library/media resources and services as was the case in previous years. The association has made an immeasurable contribution to the development of library/media centers, and it can provide the stimulation required to secure an increase in personnel for those centers.

The vocational-technical schools appear to lack more in the way of materials and media staff than do the other types of schools. In view of the growing need for service personnel, it seems likely that the number of vocational schools will increase and that existing programs may be expanded. The demand for materials appropriate for use by vocational students is therefore likely to grow. The resources of the schools now in existence need to be strengthened, and new schools need to consult established schools regarding collection development.

Survey returns contained numerous references to unsettled conditions

and to changes that have added to the work pressures of many media centers. A number of the centers have shared the difficulties that integration has brought to some schools. In some cases as part of the integration plan, in others as part of the change produced by shifts in age groups, the consolidation and the division of schools has necessitated a combination or a separation of collections. For example, where elementary enrollment increased substantially, a school with grades one through six might be divided with grades one and two in one school and grades three through six in another, and the media center usually has had to divide its collection also. In other schools experiencing sudden increases in enrollment double schedules have been adopted, and the media center staff has had to cope with extended schedules and lack of sufficient materials to meet needs. The survey returns indicate that personnel turnover in the media centers has been high.

Recommendations

1. *Additional staff members should be available in the media centers.* Priority should be given to the addition of clerical personnel and technicians in order to utilize the expertise of the library/media specialist more productively.

2. *Services to the pupils should be expanded.* Formal and informal instruction in the use of the center's resources should be increased. More aid should be offered on class assignments and more reading guidance should be provided.

3. *Services to teachers and other school personnel should be expanded.* The library/media specialist should be more involved in curriculum planning and should assist teachers in the planning of assignments.

4. *School administrators should give more serious consideration to the role of the media center, to the influence it can exert on the individual pupil, and to the contribution it can make to the entire program of the school.* They should provide the kinds of support that are required in order for the media center to fulfill its mission.

5. *Library/media specialists should endeavor to secure the strengthening of the standards of the Southern Association and to urge effective application of the standards.*

6. *Library/media specialists should seek closer working relationships with staff members of other libraries.*

7. *Funds to increase the holdings of nonprint materials should be made available to media centers.*

8. *Funds to increase the number of books added to existing collections should be made available to media centers.*

9. *Schools with separate print and nonprint media centers should give serious consideration to combining them in a unified program.*

10. *School systems should expand the centralized services they offer to media centers in the systems.*

11. *All schools now lacking a media center should move as rapidly as possible to establish a centralized media program.*

D. LIBRARIES SERVING SPECIAL CATEGORIES OF USERS

Libraries described in this section can be categorized as all libraries other than academic, public, and school libraries. Although like academic, public, and school libraries in that they select, acquire, and organize materials, certain differences can be identified in the basic character of their responsibilities and in the manner in which they exercise them. Most of the libraries covered in this section serve people whose interests and information needs are focused on a specific subject area or on a few closely related subjects. Hence, most of them build collections in depth. Many of them place greater emphasis on service than they do on activities related to the development of the collections; they work closely with users to locate data and materials that meet the users' particular interest requirements.

In addition to their having a more restricted subject concern and to their putting greater emphasis on service, these libraries differ from academic, public, and school libraries in their relationship to their funding agency and, in effect, in their reason for being. The library has been accepted as a basic component of an academic institution, a community, or a school; it has not yet been recognized as an essential unit of most of the agencies that finance the libraries considered in the following pages. These libraries were established because a need was felt for the kinds of resources and services they could provide, and their activities are intimately interwoven with those of their funding agency. When, and if, the funding agency decides the resources and services are not worthwhile or are no longer needed, the library goes.

Five types of libraries are treated in this section, each type having completed a different survey questionnaire. The first type, and the largest group, is described under the heading Special Libraries. The next four types—supreme court libraries, libraries of archival agencies, libraries of departments and agencies of state government, and hospital and institutional libraries—are also special libraries but have been treated as separate types or subgroups in order to emphasize their distinctive characteristics. The special libraries that serve academic institutions constitute an important category that is not covered in this section.

Special Libraries

This section deals with libraries and information centers operated by agencies of federal and local governments, business and industrial enterprises, and trade and professional organizations. Many of the analyses in

this section are based on the primary nature of the individual library's parent or governing agency. In order to shorten references and column headings in tables, "government" is used to cover all federal and local government agencies. "Profit" or "for profit" identifies all commercial, industrial, business, and other enterprises whose activities are intended to produce financial returns. "Nonprofit" designates the associations, research agencies, and other organizations that are normally self-supporting but that were not established to generate a profit. Finally, "other" includes agencies that, according to the individuals completing the survey form, do not fit into any of the three specific categories.

Returns were received from 207 of the 502 organizations and agencies to whom questionnaires were addressed. Some agencies replied that they did not operate libraries, and four stated that their library had been phased out. For these reasons, 53 of the returns could not be processed, leaving 154 usable returns.

Government agencies operated the largest number of the special libraries (see Table 48), and most of the agencies were federal rather than local. Fifty-seven of the libraries were maintained by profit-oriented companies, nineteen by nonprofit, and twelve by "other" agencies. The activities of the companies and agencies responsible for the 154 special libraries varied widely in terms of their subject focus (see Table 49). The largest group (forty-one) was concerned with a specific industry. The next largest category (thirty) was involved in research and development. Education constituted the primary interest of the third largest category (seventeen). Thirty-six of the agencies had such diverse subject interests that they could not be encompassed in the categories suggested on the survey form. Excluding the "others" classification, more of the governmental agencies deal with education and with research and development, and more of the "for profit" enterprises are concerned with a specific industry.

When measured by the number of their personnel, the parent agencies of the special libraries fell almost equally into three ranges. Fifty of the agencies employed 100 or fewer individuals; forty-eight had 101-1,000 employees; and fifty-six had over 1,000 employees.

Nineteen of the parent agencies appointed governing boards for their libraries. Governing boards were established most often by the nonprofit organizations, and their boards were larger in size. The average membership for the nineteen governing boards was twenty-one. The existence of an advisory board was reported by thirty-nine of the libraries, nine of which had a governing board as well. Advisory boards had a much smaller membership than did the governing boards, the average number of members being six.

Twenty-seven of the special libraries were established prior to 1936, and twelve of that number were in existence before 1900. Most of the reporting libraries were organized after 1935, with forty-four being established in the

TABLE 48

SPECIAL LIBRARIES BY PRIMARY CHARACTER OF THE PARENT AGENCY AND BY STATE AND REGION

State	Government	For Profit	Nonprofit	Other	Total
Alabama	3	2			5
Florida	4	8	1	1	14
Georgia	13	9	4		26
Kentucky	2	3	1		6
Mississippi	2				2
North Carolina	6	14	2		22
South Carolina	11	8	3	2	24
Tennessee	8	5	4	5	22
Virginia	17	8	4	4	33
Region	<u>66</u>	<u>57</u>	<u>19</u>	<u>12</u>	<u>154</u>

154 Records Totaled

TABLE 49

SPECIAL LIBRARIES BY AREA OF PRIMARY ACTIVITY OF THE PARENT AGENCY

Primary Activity	Number of Libraries
Industry: manufacturing, etc.	41
Business: retail and wholesale trade, etc.	8
Finance: banking, etc.	3
Utilities: electric power, gas, etc.	2
Transportation: railroads, airlines, etc.	6
Health and medical services	9
Education	17
Research and development	30
The arts: paintings, music, etc.	2
Other	36

154 Records Totaled

years 1936 through 1950, forty-five in the years 1951 through 1960, and thirty-eight in the years 1961 through 1973.

Finances

Because of the policy of the parent agency, a number of the special libraries could not supply any financial data. In addition, some of the

libraries that apparently operate without a budget did not report any information about income but did provide data concerning expenditures. The tabulations on which the following description is based do not cover, therefore, all the income and expenditures of the libraries, and the figures must be reviewed with a clear understanding of their limitations.

Special libraries reported a total income of \$5,845,848, with 91 percent of that amount being supplied by the parent agencies. Federal sources—federal sources other than the parent agencies—accounted for 3 percent of the total. The remaining portion came from fees, endowments, gifts, sale of publications, and miscellaneous sources. Of the 105 libraries that compared their then current income to that of the previous year, 50 said income had been higher the previous year, 28 stated that the figures for the two years were the same, and 27 indicated that current income was higher than it had been the year before.

Operating expenses recorded by the special libraries amounted to \$5,486,965 (see Table 50). Because a significant number of the libraries left the space for salary payments blank, the amount specified in Table 50 for salaries is lower than the actual payments. According to the returns, salaries accounted for 58 percent of the disbursements of special libraries, and the purchase of materials plus the cost of binding equaled 30 percent of the total spent. In addition to their operating expenses, the libraries noted capital-outlay expenditures of \$120,741.

In terms of the primary character of their parent agency, libraries serving government agencies accounted for the largest portion (62 percent) of the expenditures. An analysis of the expenditures based on the primary interest, rather than primary character, of the parent agencies shows that libraries serving organizations engaged in research and development recorded the highest percentage (33 percent) of the disbursements, followed by libraries of companies dealing with a specific industry (20 percent), and by libraries maintained by organizations concerned with education (14 percent).

Distribution of the expenditures by ranges reveals that 16 of the 106 libraries spent less than \$5,000. The expenditures of 66 of them ranged from \$5,001 to \$75,000, and 24 spent over \$75,000. The expenditures of 4 of the libraries exceeded \$400,000. The average expenditure of the libraries amounted to \$62,337, but this figure is based on incomplete data and is therefore not a reliable measure.

Staff

The special libraries employed 833 individuals (FTE), of whom 367 were professional personnel as defined by the classifications used in the survey (see Table 51). In addition to the directors, associate directors, and department heads, the professional staff included 127 librarians who worked in

TABLE 50
EXPENDITURES OF SPECIAL LIBRARIES BY PURPOSE AND BY
PRIMARY CHARACTER OF THE PARENT AGENCY

Purpose	Government	For Profit	Nonprofit	Other	Total
Salaries	\$2,309,460	\$ 742,357	\$211,918	\$ 591,470	\$3,855,205
Printed materials	1,150,498	294,829	66,035	331,569	1,842,931
Binding	57,659	11,952	7,245	21,830	98,686
Nonprint materials	69,080	9,908	3,600	139	82,727
Supplies and equipment	110,089	10,098	35,086	39,283	194,556
Travel	30,767	3,138	3,419	2,740	40,064
Publishing	48,402	2,000	11,426	15,000	76,828
Capital outlay	119,241		500	1,000	120,741
Other	216,936	11,798	8,142	59,092	295,968
Total	<u>\$4,112,132</u>	<u>\$1,086,080</u>	<u>\$347,371</u>	<u>\$1,062,123</u>	<u>\$6,607,706</u>

106 Records Totaled

TABLE 51
PERSONNEL EMPLOYED BY SPECIAL LIBRARIES BY PRIMARY
CHARACTER OF THE PARENT AGENCY AND BY TYPE
OF POSITION

Position	Government	For Profit	Nonprofit	Other	Total
Director	53.5	40.2	13.0	10.0	116.7
Assoc. or asst. director	17.0	6.0	1.0	2.0	26.0
Department head	46.3	8.0	5.0	5.0	64.3
Professional librarian	90.0	23.5	4.5	9.0	127.0
Other professionals	16.0	9.0	3.0	5.0	33.0
Library assistant	40.9	15.0	8.0	17.9	81.8
Library technical assistant	139.0	20.5	2.0	10.5	172.0
Clerical assistant	104.8	59.5	5.0	14.5	183.8
Other positions	<u>22.2</u>	<u>.5</u>	<u>6.0</u>		<u>28.7</u>
Total	<u>529.7</u>	<u>182.2</u>	<u>47.5</u>	<u>73.9</u>	<u>833.3</u>

154 Records Totaled

nonadministrative positions and 33 other professional staff members who were not librarians. In the nonprofessional categories, there were 254 library assistants and library technical assistants plus 212 clerical and other employees. Forty-four percent of the staff members were professional and 56 percent were nonprofessional. (All these figures have been rounded.)

The distribution of library personnel by the primary character of the parent agencies indicates that the libraries of government agencies employed the largest number of individuals. Although they did not constitute the smallest category of libraries, those serving the nonprofit organizations reported the lowest number of employees, and only in those libraries did the professional personnel exceed nonprofessional personnel. When the distribution of personnel is based on the subject interests or primary activity of the parent agencies, libraries of research and development and of education organizations had the largest staffs.

In 114 of the special libraries there were five or fewer staff members. Thirty-three libraries had more than five but fewer than twenty-one staff members, and seven of them employed twenty-one or more people. The average number of professional employees was 2.4, and for the nonprofessionals, the average was 3. Editorial review of the returns indicated, however, that many of the libraries were operated by a single person.

In supplying salary data, the libraries followed their own definitions of professional and nonprofessional employees. The largest number (38 percent) of the professional personnel earned between \$12,000 and \$16,000, and 24 percent of them received \$16,000 or more (see Table 52). The

TABLE 52
PROFESSIONAL EMPLOYEES IN SPECIAL LIBRARIES BY
SALARY RANGE AND BY PRIMARY CHARACTER OF
PARENT AGENCY

Salary Range	Government	For Profit	Nonprofit	Other	Total
Less than \$5,000			2.0		2.0
\$5,000-\$6,999	2.1	3.0	5.0	1.0	11.1
\$7,000-\$8,999	14.0	9.5	7.0	1.0	31.5
\$9,000-\$11,999	37.0	16.0	9.0	12.0	74.0
\$12,000-\$15,999	89.0	17.0	3.0	6.0	115.0
\$16,000-\$19,999	44.0	4.0			48.0
\$20,000-\$24,000	12.0	4.0	1.0		17.0
Over \$24,000	6.0	1.0			7.0
Total	<u>204.1</u>	<u>54.5</u>	<u>27.0</u>	<u>20.0</u>	<u>305.6</u>

154 Records Totaled

salaries of 15 percent of the professional staff members were less than \$9,000. Analysis of the data contained in Table 52 reveals that, proportionately, more of the higher salaries were recorded for employees of libraries of government agencies than for staff members of the other libraries.

Based on the evaluations recorded on sixty-four of the returns, salaries received by the librarians compared favorably to those of agency personnel who possessed similar qualifications and backgrounds. Thirty-nine of the libraries reported that their salaries were the same; fourteen said they were lower; and a single library said salaries of librarians were higher than those for other personnel.

Fifty-two of the libraries specified the minimum beginning salary they would offer the holder of an MLS degree. At that time, fourteen would have paid less than \$9,000, but twenty-two quoted salaries exceeding \$10,000. Of the sixty-four libraries that characterized their experiences in filling staff vacancies, forty indicated they encountered no problems, and twelve said they had found that a shortage existed of librarians with specialized training. Four libraries felt that their salaries were not competitive, four stated that their geographic location provided a handicap, and three reported a shortage of experienced librarians. Only one of the sixty-four libraries said there was a shortage of beginning librarians.

Of the 410 nonprofessional employees for whom salary data were provided, 73 earned \$5,100 or less. The salaries of 219 were greater than \$5,100 but less than \$8,601, and 113 earned from \$8,601 to \$11,000. Six people, all of whom worked in government libraries, were paid over \$11,000.

Several of the returns contained references to staff reductions and frozen

positions. Only four vacant professional positions were noted, and thirteen nonprofessional openings were cited. The libraries recorded a total of eleven probable new positions for the next fiscal year.

Although considerable agreement exists on the presence or absence of three of the six personnel practices identified on the survey form, the type of parent agency appears to influence the adoption of the three other practices. Regardless of the type of parent agency, retirement programs cover employees of most (134) of the special libraries. Orientation programs for nonprofessional and professional personnel are found least often; sixty-five libraries reported the first practice and fifty-six libraries the second. The number of libraries reporting established practices concerning performance review (99), probationary periods for new employees (85), and grievance procedures (86) varied by type of the parent agency. In virtually all of the libraries (130 out of 131 reporting), definite policies exist in relation to sick leave. Slightly more than half (71) of these libraries have established policies governing leaves to obtain degrees or to take courses, and slightly less than half (62) have specific policies that regulate leaves to attend professional meetings.

Thirty-six of the libraries stated that meetings of the department heads were conducted either at regular intervals or several times a year. Only one library reported the existence of a staff association. In twelve of the libraries, some of the staff members belonged to a union.

Collections

The 154 libraries recorded a total of 3,667,775 microforms, 3,575,744 government documents titles, 3,193,138 volumes of books and bound periodicals, 491,020 pamphlets, and 46,361 reels of microfilm (see Table 53). These materials appear in different proportions in the collections of the different types of libraries. Government documents titles constitute the largest portion of the collections in libraries of government agencies; microforms comprise the biggest segment of holdings of the for-profit agencies; and books and bound periodicals form the largest category in libraries of the nonprofit organizations. During the survey year, additions to the collections of the special libraries totaled 390,469 government documents titles, 331,979 microforms, 142,311 books and bound periodicals, 55,353 pamphlets, and 5,627 reels of microfilm. With the exception of the first two categories, which changed positions, the additions ranked in size in exactly the same order as the holdings to which they were added. Of the 110 libraries that compared their additions of printed materials to those of the previous year, 39 said they were the same, 37 indicated higher additions during the then current year, and 34 reported that they had been higher the previous year.

Seventy-seven of the special libraries had fewer than 10,000 volumes of books and bound periodicals. Fourteen of them had more than 50,000

TABLE 53
HOLDINGS OF PRINTED MATERIALS BY SPECIAL LIBRARIES BY TYPE OF MATERIAL
AND BY PRIMARY CHARACTER OF PARENT AGENCY

Parent Agency	Books and Bound Periodicals	Government Documents Titles	Reels of Microfilm	Number Other Microforms	Number of Pamphlets
Government	1,882,073	2,900,819	18,626	2,198,788	449,508
For Profit	351,526	239,381	6,633	427,856	25,217
Nonprofit	436,827	29,070	8,356	10,350	12,595
Other	<u>522,712</u>	<u>406,504</u>	<u>12,746</u>	<u>1,030,781</u>	<u>3,700</u>
Total	<u>3,193,138</u>	<u>3,575,774</u>	<u>46,361</u>	<u>3,667,775</u>	<u>491,020</u>

154 Records Totaled

volumes, and the holdings in three of the libraries exceeded 200,000 volumes. Some of the libraries include recreational reading materials in their collections. The existence of such materials was noted by thirty libraries of government agencies and by four of the libraries of the for-profit enterprises.

The libraries reported a total of 1,738 newspaper subscriptions and 48,374 periodicals subscriptions, or an average of 11 subscriptions to newspapers and 314 to periodicals.

The collections of special libraries contain a wide variety of nonprint or audiovisual materials. The holdings are not large, however, and editorial review of the questionnaires showed that the materials were not widely owned. Slides, recordings, and audio tapes appear to be more commonly held than the other forms covered in the survey. Additions to the collections during the year of the survey suggest variations in the rate of the development of the holdings of the different types of nonprint media. In the case of both audio tapes and filmstrips, additions represent a significant increase of total holdings. So few of the libraries indicated how additions compared with those of the previous year that the data do not justify any analysis. The fact that a large majority of the libraries did not make the comparison lends support to the assumption that the collections are concentrated in a relatively small percentage of the libraries.

Services and Activities

Activities of the large majority of the special libraries covered in the survey relate to the collection, organization, and use of materials rather than to the collection, analysis, and evaluation of data. Only ten of the libraries indicated that their primary responsibilities fell in the latter area.

Although a member of the library staffs is not present at all times, some of the special libraries never close. In a number of those that close at the end of the work day, agency employees have keys and are free to unlock and use the library at any time they wish to do so. Eighty-four percent of the libraries are open more than forty hours a week, and 29 percent are open more than forty-five hours.

Agency employees receive a number of specialized services from their library staffs. Five of the selected services listed on the survey form were provided by 60 percent or more of the libraries answering the question (see Table 54). The services more closely related to the materials in the collection—literature searches and preparation of bibliographies—are extended most often, and those not so dependent on the use of the collection—translation of articles and preparation of indexes—are extended less often. The percentage of the libraries of the for-profit agencies that offer the various services is higher than is the case for the libraries maintained by other types of agencies. Nineteen of the libraries gave no indication that they provided any of the services.

TABLE 54

SPECIAL LIBRARIES REPORTING SELECTED SERVICES
PROVIDED BY THE LIBRARY BY PRIMARY CHARACTER OF THE
PARENT AGENCY AND BY TYPE OF SERVICE

Services	Government	For Profit	Nonprofit	Other	Total
Routing materials	44	43	8	9	104
Literature searches	46	45	10	10	111
Preparation of bibliographies	46	45	10	10	111
Current awareness	51	34	6	10	101
Preparation of abstracts	35	34	5	8	82
Preparation of indexes	5	14	2	3	24
Translations	13	17	3	6	39
Editorial assistance	9	18	3	7	37

135 Records Totaled

Most of the libraries obtain materials on interlibrary loan for the use of agency personnel. During the survey year they borrowed 33,899 items. The libraries of government agencies requested 16,354 items, or 48 percent of the loans. The libraries of the for-profit companies borrowed 7,273 items; of the nonprofit, 683 items; and of the "other" agencies, 9,589 items. Although they were asked on the survey form to give the names of the three libraries from which they borrowed most frequently, not all of the libraries complied, and a few supplied incomplete identification. Their replies yielded, however, the names of 106 libraries, most of whom were cited only once. Forty-eight of the 106 lending libraries were academic libraries, 8 were public libraries, and the rest were special libraries.

During the year, special libraries lent 17,492 items and supplied 41,320 photocopies in lieu of lending. The large number of photocopies suggests a significant external use of the periodical holdings of these libraries. The lending libraries identified 109 different libraries as their most frequent borrowers. These 109 frequent borrowers included 31 academic and 6 public libraries. Only 14 of the borrowers were listed more than once, and no single library was identified more than three times. In terms of the libraries they most often borrow from and lend to, the pattern of interlibrary loan activity, therefore, appears to vary from one special library to another.

Because of the need to protect classified and proprietary materials and

because of the small size of their library staffs, many companies have adopted policies that curtail and sometimes completely prevent the use of their libraries by nonemployees. Sixty (40 percent) of the libraries permitted nonemployees to use their collections but did not extend circulation privileges to them. In forty-one of the libraries nonagency individuals were allowed to borrow as well as to use. The resources of forty-three of the libraries were not available on either basis to nonemployees. Seventy-six (51 percent) of the libraries indicated that they would supply materials on interlibrary loan.

Supplementing the services they provide directly to their users, seventy-seven of the libraries prepared and distributed at least one type of bibliographical publication. The most common type, a current awareness service, was produced by fifty-five of the libraries. Bibliographies were compiled and issued by thirty-three libraries. Indexes were published by eight libraries, state-of-the-art reports by two, and abstracts by one. Seventeen of the libraries indicated that they distributed some other type of publication, usually a current accessions list.

In thirty-four of the special libraries the catalog (or a portion of it) is available in other than card form. Book catalogs were reported twenty-eight times, microfilm, microfiche, and other forms, seven times each. Several libraries used different formats for producing or reproducing portions of their catalogs; for example, holdings of nonprint materials were recorded in one format and serials in another. For this reason, the totals given above exceed the number of libraries that recorded the availability of the catalog in a noncard format. Thirty-one of the libraries indicated that they contributed information to a union catalog located in the Southeast.

Studies of their operations had been carried out by seventy-three of the special libraries. They specified a total of 113 studies conducted during the last five years that were related to the aspects of library operations identified on the survey form. Sixty-three of the studies examined use of the library, 29 dealt with possibilities for automating library operations, and 21 concerned library management.

During the previous five years, twelve of the government libraries and three of the libraries of the for-profit enterprises had employed consultants to study or to assist in investigations of specific problems. In six of the libraries consultants were hired in relation to construction projects. In five instances the consultants conducted an overall survey of the library; in three, their work was focused on automation of operations. In a single case, the consultant was employed in relation to collection development.

Special libraries reported a variety of experiences with the use of computers and other machines. A few used computers for a time but stopped doing so; some have definite plans to automate specific operations within two years; and 31 percent (forty-eight) indicated that they were currently using computers and instantaneous communication equipment. Almost

half (twenty-two) of the forty-eight libraries using computers were maintained by the for-profit enterprises.

Twenty-three of the libraries said they used computers in information retrieval. Four of them had developed primary data bases, sixteen had produced indexes, and eighteen had prepared holdings lists. Four of the libraries possessed externally produced data bases and thirty of them made use of data bases produced or owned by other libraries and agencies. Searches of their own data bases were made without cost to the user by fourteen libraries; two charged a fee; and in the remaining eleven the nature of the search and the position of the person requesting the search determined whether a charge was levied.

Twenty-seven of the libraries used computers and related equipment that were administered by their parent agency; terminals were located in the quarters of twelve of the libraries. In the libraries using computers, twenty-one staff members were involved in data-processing activities. Seven of the libraries had established a department to handle work in this area.

Expenditures for computer operations ranged from a low of \$60 to a high of \$75,000, with the average being \$17,727. Several of the returns contained a note to the effect that data-processing services were supplied by a division of the parent agency and that the library was not billed for the work.

Equipment and Quarters

Most special libraries appear to be equipped to use at least one type of microform. They reported a total of 103 microfilm, 174 microfiche, and 223 microcard and microprint readers. Some libraries owned several machines for reading a specific type of microform; therefore, the various readers are not quite so widely available as the figures suggest. The libraries possessed 139 reader-printers, but this total includes some of the readers reported above. Thirty of the libraries have facilities for producing microfilm.

Photocopying equipment is generally available; such machines are located within the quarters of ninety-four libraries. Others have access to copying machines located elsewhere in the building.

Twenty of the libraries, most of them being government libraries, occupy a separate building. Most (101) of the reporting libraries have a separate reading room or rooms, but only slightly more than half have an office (89) for the librarian and a workroom (85). Conference rooms are available in thirty-two of the libraries. Shelving capacity is small; 47 percent of the libraries have space for fewer than 10,000 volumes. Space for seating users of the libraries is also limited. Sixty-five percent of the libraries can seat fewer than thirty people, and 24 percent have seating facilities for under ten people. Of the librarians who evaluated the adequacy of their quarters,

seventy-three indicated they were adequate and seventy-five said they were not.

Comparisons

The report of the 1946-47 survey identifies twenty-one libraries whose characteristics correspond to those of the 154 special libraries described above. In 1946-47 government agencies operated ten of the libraries, for-profit enterprises maintained eight, and nonprofit organizations, three.⁵⁶ In 1972 data were available for sixty-six libraries of government agencies; fifty-seven libraries of for-profit enterprises; nineteen libraries of nonprofit organizations; plus twelve libraries serving "other" agencies. The spill-over into Virginia of federal agencies has affected the growth of government libraries so that the increase is greater in that area than for the region.

The 1946-47 report contains no measures of special library resources in the aggregate but does provide selected data for some individual libraries. According to those data, the largest collection held by a special library included fifty thousand volumes.⁵⁷ In 1972, fourteen of the special libraries recorded holdings of books and bound periodicals that exceeded that figure.

Pointing out the "one-way traffic" by which special libraries exploited the "publicly available library resources," the 1946-47 report referred to the need for "cooperative agreements which would open their [special libraries] collections to the Southeast public and institutional libraries."⁵⁸ Data from the 1972 survey confirm that special libraries continue to be heavy users of interlibrary loan, but the current survey also provides evidence that the traffic is no longer completely one-way.

In contrast to 1947, when there were no chapters of the Special Libraries Association in the region, eight chapters of the association were active in 1972.⁵⁹ This fact illustrates a significant increase of special libraries—and librarians—in the region during the twenty-five-year interval.

Generalizations

Special libraries have increased in number and their resources have been expanded in the years between the two surveys. More than half of the libraries now operating were established after the period covered in the earlier survey. This overall increase in the number of special libraries provides evidence not only of the expansion of library resources but also of the growth in the region of agencies that need specialized information services.

Libraries maintained by government agencies outnumber those operated by other agencies. Federal rather than local agencies are responsible for most of the government libraries. Measured by size of staff, income, and

holdings, the government libraries are the strongest of the special libraries. Company libraries have increased significantly in number, but they tend to be smaller than the libraries of government agencies. Libraries serving the nonprofit organizations appear to receive less support than the other libraries. Survey findings show that the character of the parent agency exerts considerable influence on the size of the library staff, the size and character of the collection, the services that are provided, and the policies governing library activity.

Income and expenditure data do not suggest that generous financial support is a characteristic of most special libraries in the region. Salaries varied considerably with the highest being found in the libraries of government agencies. Beginning salaries for professional employees in special libraries appear to be higher than in other types of libraries, but not all special libraries have a professional librarian on their staff.

Data on the collections maintained by these libraries show that microforms constitute a significant portion of their holdings. Book collections are smaller, and nonprint materials are concentrated in a few of the libraries. The size of the current subscription lists confirms the general recognition of the importance of serial publications to the users of special libraries. Data concerning the periodical holdings suggest a need to determine to what extent the titles held are unique in the region, the completeness of the files for an individual title, the degree to which the holdings are covered in existing union lists and union catalogs, and their availability to the serious user. Taken in the aggregate, the materials owned by special libraries augment impressively the library resources of the region.

Findings of the current survey confirm the use of computers by special libraries. The returns show that a few of the libraries have created their own data bases but that more of them make use of externally produced bases.

Individual special libraries vary considerably, one from the other. A few have large budgets, professional staffs, strong collections, and sophisticated and extensive service programs; many more have no budget, a single nonprofessional (and often only part-time) staff member, and a minute collection. All special libraries, however, generally face a more uncertain future than do other types of libraries. School, public, and academic libraries may experience cutbacks but few, if any, are going to be abolished; special libraries, however, are expendable in the eyes of many of the parent agencies.

Recommendations

1. *Efforts should be made to increase the access to unique materials held by special libraries.* This involves working with library personnel of the agencies to remove existing restrictions on interlibrary loan of nonproprietary and nonclassified materials and to secure inclusion of special library holdings in appropriate union lists and union catalogs.

2. *Efforts should be made to secure increased participation of special library personnel in general library activities.* Because of their work experience, many of these folk can bring a particular expertise to planning for the development of library service in the region.

3. *Increased efforts should be made to identify all special libraries and to obtain information about their resources for inclusion in the annual statistical reports produced by the respective state agencies.*

Libraries of Agencies and Departments of State Government

The libraries of state agencies and departments comprise one category of special libraries in the region. The collections administered by the state library agencies and the state school library supervisors have been described in earlier pages. The supreme courts, the archival agencies, and some of the departments of state government also maintain collections. Measures of these libraries are presented in this section. The libraries of state hospitals and correctional institutions are considered in the following section.

Supreme Court Libraries

Although questionnaires were completed by state law/supreme court libraries in each of the nine states, only two of the returns had a copy of the legislation governing the library attached. Because of this omission some uncertainties exist about the official roles of these libraries. In Alabama, Florida, North Carolina, and South Carolina the library is called the Supreme Court Library and the court appoints the librarian. In Virginia the library is designated the State Law Library and the head is appointed by the Court. In Georgia it is called the Georgia State Library and the governor appoints the "state librarian." The library in Mississippi bears the name Mississippi State Library and Legislative Reference Bureau, and members of the legislature elect the librarian. The library in Kentucky is called the State Law Library and an advisory board appoints the librarian. Tennessee follows the same method of appointment as that of Kentucky but refers to the Tennessee State Law Libraries because there are actually three of them located in different cities in the state: the Supreme Court Library in Nashville and the State Law Libraries located in Knoxville and Jackson. According to the Tennessee return, the three libraries are supported by a single appropriation, and only one set of statistical data was submitted.

Six of the libraries appear to be officially supreme court libraries, and in four states (Tennessee is counted in both groups), the libraries are state law libraries responsible for serving lower courts and individual lawyers as well as the supreme court. From the standpoint of the survey, the distinction between supreme court and state law libraries is academic. All these libraries routinely serve both members of the judiciary and members of the

legal profession in general. For this reason, the designation "supreme court library" is used for all the libraries discussed in the following paragraphs.

Except in Alabama and Mississippi, where they received small sums (\$6,288) from fees, the supreme court libraries were supported entirely by state funds. Their reported incomes ranged from a low of \$7,259 to a high of \$130,709. The total income of the libraries amounted to \$596,688, with the average being \$66,299. Of the eight libraries that compared their current income with that of the previous year, five said that income for the current year was higher, two indicated it had been higher the previous year, and one reported that it had remained the same in both years.

Total expenditures of the supreme court libraries amounted to \$682,906, almost \$90,000 more than the income they recorded. Individual expenditures ranged from a low of \$19,936 to \$128,914. Fifty-two percent (\$360,127) of the expenditures was devoted to salaries, 42 percent (\$285,867) was spent for printed materials, 2 percent (\$14,326) for binding, 2 percent (\$12,161) for supplies and equipment, and 1 percent (\$10,425) for other purposes. No expenditures were recorded for nonprint materials or for capital outlay.

Employees of the supreme court libraries totaled forty-two (FTE). The staffs varied in size from one to eight members. Twenty-one of the employees met the survey definition of professional personnel. Although none of the libraries indicated the existence of any vacancies, three of them stated that new professional positions were anticipated for fiscal 1974. These three libraries expected to have a total of four new positions. Seven of the libraries said they encountered no difficulties in filling professional positions. One library indicated that its salaries were not competitive, and one said that it found there was a shortage of librarians with specialized training and experience.

Using their own definitions of professional personnel in reporting salaries, the libraries recorded data for twenty-five staff members. Eight of them earned less than \$9,000; eleven received from \$9,000 to \$11,999; and six earned between \$12,000 and \$19,999. The salaries of fourteen of the seventeen nonprofessional staff members were noted in the two ranges covering \$5,100 to \$8,600. The salary of one of the nonprofessional staff members exceeded \$11,000.

Apparently, four of the supreme court libraries provided estimates rather than specific measures of the size of their holdings. According to the returns, the collections varied in size from 40,000 volumes of books and bound periodicals to 101,787 volumes. The holdings of the nine libraries totaled 687,935 volumes, with the average being 76,437. The libraries (seven reporting) had added 21,494 volumes during the year. The seven libraries that provided the information received 1,670 periodicals. The returns show that the libraries had made virtually no use of microforms, but the Mississippi State Library indicated that it would begin a major mi-

croform acquisition program in 1973. Six of the supreme court libraries are depositories for federal documents.

The supreme court libraries appear to make their collections freely available to anyone who seeks to use them; borrowing privileges, however, are definitely restricted. Most of the libraries permit state officials, members of the legislature, and state employees to check out materials. Three of the libraries will lend to other individuals under certain conditions. Reference services are provided by fewer libraries, four being the maximum number that supply such service to any category of user. The libraries apparently engaged in very little interlibrary loan activity.

Eight of the supreme court libraries are open between forty and forty-five hours a week, but one reported that it was open fewer than forty hours.

Three of the libraries noted that they had specific duties in relation to documents issued by state agencies. The library in Georgia has the most extensive responsibilities; it maintains a collection of state documents, prepares a checklist, and distributes copies of the documents. Although they did not so indicate, the supreme court libraries usually exchange judicial and legislative publications with similar libraries, and a significant portion of the growth of their collections is dependent upon this exchange. The supreme court libraries do not conduct any publication programs. In fact, only in Mississippi and North Carolina do the libraries publish an annual report.

The libraries in Tennessee and Virginia reported that their catalogs are available in book form. Two of the libraries contribute information to union catalogs located in the region.

Except for the Mississippi State Library, the supreme court libraries have not made any use of computers. Because the Mississippi project appears to be unique in the region, it seems appropriate to include here excerpts from a description of the program:

As a result of the 1972 recodification of the Mississippi Code, the state of Mississippi obtained the entire Code of 1972 on computer tape. Using the STAIRS program developed by IBM, this has been made available to certain state agencies whose needs require extensive code search.

In our agency we use a cathode ray tube to access the data base. . . .

You may also be interested in knowing that the Mississippi House and Senate are making preparations for creating their own data base for the operation of the bill status system during the 1975 Regular Session of the Mississippi Legislature. We are planning to be able to access their data base on our CRT in the library.⁶⁰

Two of the libraries indicated they had equipment for using microforms, and seven of them noted the availability of photocopy machines within their quarters. All of the libraries presently share a building, usually with the supreme court. Five of the nine feel that their quarters are adequate.

A study of supreme court and state law libraries recently completed by

the Pershings provides national measures that can be related to survey findings. Some of the vital descriptions of the Pershings' study were omitted in the report, but apparently forty-two libraries supplied 1973 data for the study. In their coverage, the Pershings found an average of "one head librarian plus 5.6 staff members."⁶¹ The nine supreme court libraries in the Southeast recorded a total of forty-two employees, but that figure includes the staff of the two state law libraries in Tennessee. Because the forty-two employees are found in eleven different locations, the average number of staff members for the libraries is under four. The average number of volumes held by the libraries covered in the Pershings' study was 116,894;⁶² the survey shows an average of 76,437 for the libraries in the Southeast. Average additions in the region (3,074) were significantly higher than the national figure (1,870). Data collected by the Pershings concerning financial support are not comparable to survey results. The comparisons suggest that although the supreme court libraries in the region have smaller collections and fewer staff members than is the case elsewhere, they are increasing the size of their holdings more rapidly.

Libraries of State Archival Agencies

The survey questionnaire produced virtually no response concerning historical collections maintained by the state archival agencies. Three agencies returned the form with a notation that it did not apply to their program, and three agencies failed to return the questionnaire. Each of the archival agencies, however, maintains at least a small collection of books and bound periodicals, and in some states the collections are extensive.

In the three state archival agencies that completed the survey form, collections included a total of 138,918 volumes of books and bound periodicals plus 32,200 reels of microfilm. The two agencies that supplied financial data reported expenditures of \$49,896 and \$30,200 respectively. The former employed one professional librarian; the latter, two.

Lack of response to the survey questionnaire may have reflected a desire on the part of the archivists to emphasize that the archival program is not a library program either in work content or from an administrative standpoint. The programs and resources of the historical and archival agencies cannot be ignored, however, in any comprehensive study of the region's library and information resources.

The needs of historians and individuals engaged in research relating to the development of a state are presently being met by the collections held by several types of agencies: archives departments, the state library, the state university, and an historical society. These agencies do not all operate in the same fashion; in fact, with a few exceptions, the state historical societies in the region do not maintain collections. In Tennessee and Virginia the archives department is a part of the state library agency, and the state

library itself contains an extensive historical collection. In both Alabama and Mississippi a department of archives and history operates independently and each department has a large historical library. The archives departments of North Carolina, South Carolina, Florida, and Georgia maintain collections, but the really strong holdings are found in the state university libraries. A number of the university libraries also own significant manuscript collections, in addition to books and periodicals, and when these holdings are considered along with those of the archival agencies, the region's resources for historical research rightly demand respect.

Libraries of Other Departments of State Government

A separate questionnaire was designed to cover the collections maintained by highway, commerce, and other departments of state government. The questionnaire was distributed to 229 agencies and departments; returns were submitted by 120 of them (see Table 55). Of that number fifty maintained a library that contained at least 500 titles and that was managed by a staff member who devoted at least twenty hours a week to work with the collection. The fifty libraries included in the returns served 44,859 state employees. A number of the collections are also available to the general public; in fact, some of them such as the collections held by art museums were developed primarily to serve the public.

The differences in the organizational structure of state governments complicate analysis of the subject areas encompassed in the responsibilities of the fifty agencies that supplied data concerning their libraries. A single agency in one state, for example, may be charged with functions that are handled by three or four agencies in another state. For this reason, the emphases of the collections maintained by the departments can be reported only in broad categories, and even then there is some overlapping. Thirteen of the libraries are concerned with some phase of health care. Seven deal with economic development, and six are limited primarily to natural resources. Cultural affairs, highways and transportation, and legislative reference each constitute the focus for four of the collections. Planning, education, and recreation each provide the subject emphasis for two libraries. The remaining six libraries have such diverse subject concerns that they cannot be meaningfully categorized.

Seven of the departments contract with an outside agency for some portions of the library services they provide their employees. With only one exception, the contracts are with a state library agency.

Thirty-four of the fifty libraries stated that a budget was established annually to cover their operations. Most of them supplied only sketchy financial data, however, which suggests that the budgets may well be informal in nature. The income of the thirty-six libraries for which data were provided amounted to \$939,919. Of that sum, 69 percent (\$648,516)

TABLE 55

LIBRARIES MAINTAINED BY DEPARTMENTS OF STATE GOVERNMENT, EXPENDITURES OF THOSE
LIBRARIES, EMPLOYEES, AND HOLDINGS OF BOOKS AND BOUND PERIODICALS BY
STATE AND REGION

State	Number of Libraries	Total Expenditures	Number of Employees	Volumes of Books and Bound Periodicals
Alabama	3	\$ 20,569	2.0	4,078
Florida	10	196,912	22.5	31,980
Georgia	3	57,294	5.0	27,300
Kentucky	6	61,756	14.0	90,379
Mississippi	6	148,650	12.5	165,250
North Carolina	7	83,617	36.0	25,894
South Carolina	5	71,948	7.5	13,999
Tennessee	7	64,196	11.0	28,870
Virginia	3	165,838	16.5	19,835
Region	<u>50</u>	<u>\$870,780</u>	<u>127.0</u>	<u>407,585</u>

came from state funds, 23 percent (\$218,223) from federal sources, and 8 percent (\$73,180) from other sources.

Expenditures of the libraries equaled \$870,780 (see Table 55), a sum lower than the income they had reported. Of the total expenditures, 70 percent (\$610,766) was spent for salaries, 22 percent (\$194,643) for books, 1 percent (\$7,113) for nonprint materials, 3 percent (\$22,480) for supplies, and 4 percent (\$35,778) for other purposes. Five of the libraries noted expenditures of over \$40,000, and six spent \$5,000 or less.

The fifty departmental libraries recorded a total of 127 employees (FTE) (see Table 55). According to the definitions used for the survey, 61 of the staff members were professional employees. That 61 included 34 librarians, 11 information scientists, and 16 other professional personnel. Forty-two of the departmental libraries had at least 1 full-time staff member.

Applying their own definition of professional, the departmental libraries reported salary data for sixty-nine professional employees, a figure exceeding slightly the number they indicated when they used the survey's definition. Forty-five of the professional staff members earned less than \$9,000. Nineteen received between \$9,000 and \$12,000, and the salaries of five exceeded \$12,000.

The collections of the departmental libraries contained 407,585 volumes of books and bound periodicals, the equivalent of 9 volumes for each employee served (see Table 55). The libraries received 4,663 periodical subscriptions. Pamphlets constitute a large and important category of their resources; their holdings included 2,321 trays or drawers of vertical file materials.

Although the regional totals of the holdings of nonprint materials are significant, the collections are concentrated in two or three libraries. Of the 48,892 recordings reported by the libraries, 48,550 were held by libraries in Virginia, and most of them were found in a single library. Of the 27,221 slides noted, 21,166 were located in libraries in North Carolina. The 4,574 films reported were more widely distributed. In addition, 17,691 items of other nonprint media were recorded.

The libraries offer several services to department employees. Forty-eight of the libraries locate data and information for staff members, and specific publications are obtained for employees by forty-three of them. Materials are routed to department personnel by thirty-nine libraries. Fewer of them provide special services. Bibliographies are prepared by twenty-seven libraries, nineteen offer current awareness services, and twelve supply editorial assistance.

The forty libraries that make use of interlibrary loan borrowed 5,007 items during the year. Because some of the figures recorded appear to be estimates, that total cannot be accepted as an exact count. Approximately half of the items were borrowed by libraries in North Carolina and Virginia.

The thirty-four libraries that made interlibrary loans reported lending 11,518 items, more than double the number borrowed. This figure is skewed by data from a library in Virginia that appears to provide direct service to the blind and visually handicapped. Editorial review of the returns suggests that the libraries probably lent not more than 1,500 items.

The collections maintained by the fifty libraries are generally available for use by anyone. Twenty-three of the libraries allow nonemployees to use their collections but do not permit them to borrow materials; twenty-three permit nonemployees to borrow as well as use materials. Four of the libraries indicated that policies governing the use of the collection by outsiders had not been established.

Fourteen of the libraries possess microform readers, and forty-five have photocopy machines available.

Forty-three of the libraries have been assigned at least one room, and twenty-four of them considered their quarters to be adequate. Data on shelving capacity were supplied by thirty-eight of the libraries. Seventeen indicated shelving was available for no more than five thousand volumes. Two of them have space for more than forty thousand volumes. The remaining nineteen can handle between five and forty thousand volumes.

Although they were not treated as a separate category, libraries of six different departments of state government were identified in the report of the 1946-47 survey.⁶³ The current survey has produced data on fifty such libraries. In addition, some departments known to have libraries did not return the survey forms. In 1946-47 the six libraries held 32,342 volumes. Data from the current survey show that 407,585 volumes are available, plus pamphlets, films, slides, recordings, and other nonprint materials. Library resources available to state personnel have, thus, been considerably expanded.

At least two trends in state government are contributing to an increasing awareness on the part of state officials of the needs of state-government personnel for access to information. First, the expanded scope and increased complexity of the programs conducted by departments and agencies have emphasized the importance of having relevant data available not only for decision making but also for day-to-day operations. Second, the growing interest in the establishment of a level of nonpolitical, professionally trained career employees is bringing to state-government payrolls qualified and experienced individuals who use information and expect to have informational materials at hand. Evidence of this emerging recognition of the information requirements of state government can be found in the attention directed to the creation of management information systems and to the establishment of libraries and information centers by departments of state government.

According to the U.S. Bureau of the Census there were 483,524 individuals on the payrolls of departments of state government in the nine

states in 1972.⁶⁴ Many of these individuals have no work-related need for library service. Many others, however, must have access to information in order to carry out their work responsibilities. In the absence of departmental libraries, personnel with urgent information requirements appear to utilize a number of alternatives in satisfying those needs. Many individuals accumulate their own personal information files and share those collections with fellow employees. Some of them rely on the collections and services of the state library agencies. Conveniently located public and academic libraries are used by some state personnel. Although most state employees who desire to do so can obtain access to library resources, serious questions exist regarding the extent to which their information needs are being satisfied.

The degree of adequacy of information support supplied to state personnel affects their job performance and, ultimately, the operations of state government. Certainly, the individual departments of state government are in a position, where the need has been accepted, to acquire information resources and to employ appropriate personnel to manage those resources. As more of the departments establish their own collections, they should have advice and assistance from professional librarians, and the state library agencies should be able to supply these services. It is also important that the information resources of an individual agency be developed in full cognizance of the other collections held within the structure of state government.

Library services available to state personnel appear to be limited at the present time, and it may well be that, except in rare cases, it will never be feasible for individual departments to expect the staffs of their libraries to conduct literature searches and to provide similar services. Again, the state library agency possesses the basic material and the personnel required for the provision of such services, and it should receive the financial support that will enable it to work with each state department at whatever level is appropriate to ensure that personnel employed in the department obtain the information services they need in order to function more effectively and to achieve a higher level of productivity.

Recommendations

1. *Each state library agency should systematically review with appropriate officials of the departments of state government the information requirements of their personnel and determine what, if any, action needs to be taken and by whom in order to ensure that employees of the departments receive adequate information support.*
2. *The state library agency should be prepared to assist any department of state government in the organization or reorganization of its library or information center.*
3. *The state library agency should aggressively pursue the possibility of providing specific services to the departments under contract.*

4. *The state library agencies should conduct an "outreach" program for employees of state government.*

5. *An interagency committee on library and information services should be appointed by the governor in each state, and it should include representatives from the libraries maintained by the departments of state government.*

Hospital and Institutional Libraries

Hospital and institutional libraries completed the same questionnaire, but the returns were analyzed separately and the findings are therefore reported separately. The mailing lists supplied by the states contained many names, and it was unlikely that libraries would be found at a large number of the addresses given. Questionnaires were sent, nevertheless, to the 393 hospitals and institutions listed. One hundred fifty-four returns were received. Sixty-one of them indicated that the hospital or institution did not maintain a library, leaving ninety-three usable forms. Seventy-four of the usable returns were submitted by hospital libraries, nineteen by libraries serving correctional institutions.

The libraries in most hospitals and correctional institutions must provide service to two different types of people: patients or inmates and professional staff members. Because of the variations in information needs and interests of these two groups, it is not uncommon for a hospital or correctional institution to maintain one library for the patients or inmates and another for the professional staff. The survey form was designed to secure information about each type of collection as well as about the services that were offered to the users of the collections.

Hospital Libraries

The survey covered general hospitals, tuberculosis sanitariums, mental institutions, psychiatric hospitals, and "other" hospitals not included in the preceding categories. There are also thirty-nine libraries treated in other portions of the survey whose activities and collections are closely related to those of the seventy-four hospital libraries described in the following paragraphs. Seventeen medical and nursing school libraries maintained by academic institutions completed the questionnaire designed for institutions of higher education and are described in that section. Some of the schools of nursing that submitted information, however, are maintained by hospitals and are included in this section. Nine libraries that serve federal and local government agencies working in the broad area of health care are covered in the special libraries section. In addition, thirteen of the libraries serving departments of state government are concerned with health.

Of the seventy-four returns, the largest number (thirty-four) came from general hospitals. Libraries in twenty-four mental institutions submitted survey forms as did libraries in seven psychiatric hospitals, four tuberculosis

sanitariums, and five "other" hospitals. Federal agencies operated thirteen of the hospitals, and state agencies maintained thirty-seven of them. Local agencies were responsible for six; religious orders, for eleven; and "other" organizations, for seven.

For all hospitals, the average actual population was 71,997. The average number of actual patients for an individual hospital was 973. Seventeen of the hospitals indicated that their actual population exceeded the planned population.

The seventy-four hospital libraries reported a combined income of \$1,057,658. Federal sources provided 56 percent (\$595,422) of that amount; state sources, 27 percent (\$283,479); and other sources, 17 percent (\$178,757). Forty-two of the libraries said their 1972-73 income was higher than it had been the previous year, ten said it had been reduced, and thirteen said it had remained approximately the same. Fifty-nine of the libraries indicated that they had an established budget.

The expenditures (\$1,295,112) of the libraries exceeded their reported income. Salary and wage payments accounted for 59 percent (\$763,659) of the expenditures. The libraries spent \$354,871 (27 percent) for printed materials, \$63,825 (5 percent) for nonprint materials, \$44,455 (3 percent) for supplies and equipment, and \$68,302 (5 percent) for other purposes.

The hospital libraries employed 142 individuals (FTE). As defined by the survey, sixty of them were professional personnel. Seven of the professional staff members were not librarians. Not all of the hospital libraries had a professional employee; none of the tuberculosis sanitariums reported any, for example. One library employee of some type was available for every 507 patients.

Forty-one of the professional staff members earned less than \$9,000. Thirty-three of them received between \$9,000 and \$16,000, and the salaries of three people exceeded \$16,000. In reporting the information on salaries the libraries followed their own definitions of professional and nonprofessional personnel.

A total of four professional vacancies was reported by the seventy-four libraries, and they recorded a total of seven new positions they expected to add during the coming year. In summarizing their experiences concerning recruitment of professional personnel, twelve of the thirty-six reporting libraries said they encountered no difficulties. Nine indicated that their salaries were not competitive; four noted a shortage of librarians with special preparation; three reported that their geographical location presented problems; two had found a shortage of beginning librarians; and one said that there was a lack of experienced librarians.

Because, as previously noted, most of the libraries separate the holdings intended for the use of patients from materials acquired for the use of hospital staff, they were asked to distinguish between the collections in providing data for the survey. In the case of the few libraries that did not

provide separate measures of the two collections, the way the data were given on the survey form determined whether they were counted with the patient or with the staff collections. Because of this inconsistency the total figures for each type of collection are not exact.

According to the returns, 214,498 volumes of books and bound periodicals were available to patients in these hospitals. Of the total holdings, 17,045 volumes had been added in 1971-72. In addition, the libraries owned 35,138 uncataloged paperback books and were receiving 4,969 periodicals. Deposit collections supplemented the holdings of thirteen of the libraries. State library agencies provided most (eight) of the libraries with their deposits. Three hospitals received deposit collections from a public library, and two of them identified "other" sources of deposits.

Exceeding in size the holdings intended for patient use, the hospital staff collections totaled 307,788 volumes. During the year, additions to the staff collections totaled 21,589. The libraries received 7,195 periodicals for staff use. Microforms are apparently just beginning to be incorporated in the holdings of hospitals and are not yet found in all collections. According to the returns, hospital libraries in four of the states owned 3,880 items of microforms. Additions to the microform collections amounted to 1,658 during the year.

Nonprint materials are included in the patient as well as the staff collections. Of the six types of audiovisual materials listed on the survey form, the total holdings were highest for slides, recordings, and audio tapes.

Sixty of the libraries indicated that they made use of interlibrary loan. During the survey year these libraries borrowed 18,458 items, most of them from other hospital or medical libraries. Forty of the libraries indicated that they would lend materials.

Of the forty-one libraries that reported the information, seventeen were open to patients over forty hours each week, while four were open fewer than twenty-one hours. Twenty-six of the sixty-four libraries that provided data on hours available for staff use were open forty-one or more hours. In addition, a number of the libraries give pass keys to staff members who might need access to the collection when the library was closed.

Between fifty and sixty of the hospital libraries conduct literature searches, prepare bibliographies, and locate specific information for staff members. Over thirty but fewer than fifty of the libraries circulate serials to the hospital staff members and assist the staff in program planning and in work with individual patients. Fewer libraries offer special services to patients. Between twenty and thirty of the libraries conduct listening and story hours and circulate lists of new materials to patients. Thirty to thirty-nine of the libraries locate information for patients, provide reading guidance, deliver books to patients, and hold film programs for them.

Microfilm readers are available in eleven of the libraries. The presence of a photocopying machine was reported by twenty-one libraries.

Seventy-two of the libraries have a reading room, and thirty-nine have separate reading rooms for patients and staff members. An office has been provided the librarian in fifty of the libraries, a workroom in forty-nine, storage space in forty-six, a viewing room in thirty-three, and a conference room in twenty-two. Shelving capacity was limited to 3,000 or fewer volumes in twenty of the libraries, but thirteen could shelve over 10,000 volumes. Because they cover space for both the patient and staff libraries, the figures on shelving emphasize the small size of the hospital libraries.

Twenty-two of the libraries noted that their quarters were sometimes used for nonlibrary purposes. The library quarters were considered to be adequate by thirty of the fifty-nine libraries making the evaluation.

Although they provide data for only one year, with some comparisons drawn with the preceding year, the survey returns contain evidence of the important stimulation that LSCA has provided for the development of library services in hospitals. This development is still in a very early stage. Collections are small, and data on personnel do not reveal a serious effort on the part of the hospitals to place their library services under the direction of an experienced professional librarian.

The well-established cooperative programs involving medical libraries and the existence of medical library information networks suggest that an individual hospital needs to be able to take advantage of the resources and services already available, to limit its collection to materials needed regularly and to appropriate bibliographic reference tools. The hospitals should stress, instead of collections, the employment of professionally competent and knowledgeable librarians who can exploit resources already available and offer a high level of library service to staff members. Problems involved in building collections to serve patients suggest the desirability of a hospital's contracting with the state library agency or a public library so that it can receive deposit collections on a regular basis.

Libraries of Correctional Institutions

Because of the similarity of their library programs, juvenile institutions with educational programs administered by or approved by a state department of education were sent the questionnaire prepared for school library/media centers. The scope of this section is, therefore, more limited than the heading implies. Nineteen correctional institutions submitted usable returns. The returns came from fourteen prisons, three juvenile facilities, and two "other" correctional institutions, each administered by an agency of state government. They had a total average inmate population of 13,639. In eleven of the institutions, the population was higher than planned. In eight, it equaled the planned population; in no case, therefore, did an institution care for fewer inmates than had been anticipated.

Sixteen of the institutions have established budgets for their libraries. The nineteen libraries reported \$141,825 in income. Most of the money,

\$98,837, came from the states with federal sources supplying \$40,588, and other sources \$2,400. In eight of the libraries 1972-73 income showed an increase over 1971-72; in five, income was the same in both years; and in another five, 1972-73 showed a decline.

The expenditures of the libraries reporting amounted to \$200,448. Of that sum, \$97,377 was for salaries and wages; \$67,491 was for books and other printed materials; \$4,164 was for nonprint materials; \$11,823 was for supplies and other equipment; and \$19,633 was for "other" purposes. The average expenditure per inmate was \$14.00.

Libraries of the correctional institutions employed fifty-four individuals. According to survey definitions, ten professional librarians and six "other" professional personnel served on the staffs of these libraries. Using the reported average inmate population for the calculation, there was one library staff member of some type for every 253 inmates. Inmates frequently work in the library on a regular basis, but they were not included in the tabulation of library personnel. No vacancies were recorded on the staffs of these libraries.

In reporting the number of professional personnel by salary range, the institutional libraries followed their own definition of professional. Three of the individuals earned between \$7,000 and \$8,999; seven received from \$9,000 to \$11,999; and a single individual was recorded in the \$12,000 to \$15,999 bracket.

The inmate libraries of the correctional institutions contained 115,378 volumes of books and bound periodicals and 150 reels of microfilm. Those holdings included 17,017 volumes and 120 reels added during the survey year. The libraries reported 30,053 uncataloged paperback books. They received 786 current periodicals. Resources of the libraries of correctional institutions apparently have been developed primarily for the use of the inmates, and survey findings provide little evidence of any noteworthy efforts to build collections that will meet the needs of staff members. According to the survey returns, the collections maintained for the staff included a total of 701 volumes, 273 of which had been added during the year. Twenty-four periodicals were received for staff use.

To supplement their own holdings, nine of the libraries received deposit collections. Seven obtained deposits from state library agencies and two received them from public libraries. In addition, at least ten of the institutional libraries made use of interlibrary loan, borrowing 8,839 items during 1971-72. Three of the libraries noted that they lent material.

All the institutional libraries were open to inmates and staff members for more than twenty-one hours a week, and three of them were open for more than sixty hours. Fifteen of the institutional libraries indicated bibliographical and other services were provided to staff personnel. The most commonly offered services included locating specific information for staff members (thirteen libraries reporting) and provision of assistance in work-

ing with individual inmates (twelve libraries reporting). Each of the libraries extended some services to the inmates. The following were reported most often: location of specific information (seventeen libraries); reading guidance (fourteen); delivery of books (eleven); and preparation and distribution of lists of new materials (ten).

A microform reader was available in one library and a photocopy machine was reported by one library. The librarian had an office in thirteen of the institutions; reading rooms were found in fifteen; and one library had separate areas for staff members and inmates. Shelving capacity exceeded 10,000 volumes in two of the libraries. In eleven of the institutions library quarters were used for other purposes. Seven of the respondents said their quarters were adequate.

Library resources of correctional institutions are even more limited than those of hospitals. The state library agencies are taking the leadership in the development of the library services for inmates and staff members of these institutions, and their involvement appears to be essential to the provision of that service in correctional institutions.

IV

LIBRARIANS AND USERS

The people who operate libraries and the people who use or do not use libraries are considered in this chapter. The first section is focused on professional librarians; staff members who hold paraprofessional and nonprofessional positions are not covered. The brief second section is devoted to one small category of potential and actual users.

A. PROFESSIONAL PERSONNEL

Previous sections have presented the information on staff composition, salaries, and personnel practices that was provided by library administrators. Additional information was needed, however, about individual staff members in order to describe one of the major library resources—professional personnel. For this reason, professional members of library staffs were asked to complete a personnel questionnaire. The individual library's definition of professional personnel, rather than that of the survey, was followed in determining which staff members received the personnel form. Although not all of them held a professional classification, all individuals heading a library were sent a copy of the questionnaire.

In recognition of the fact that many school library/media centers have only one staff member, personnel forms were included with the questionnaire sent to those centers. Thus, every media center should have received the personnel form as part of the original mailing. Additional copies of the personnel form were sent to those centers indicating a need for them. In those states where a follow-up of the media center questionnaire was conducted, the personnel form was not included with the second mailing.

Personnel forms could not be distributed to other types of libraries until some indication of the size of their staffs became available. As quickly as possible after the returns from the various types of libraries were received,

they were checked to determine the number of professional staff members. The director or head of the library was then sent an appropriate number of personnel forms and asked to distribute them to professional members of the staff. The memorandum accompanying the form instructed the individual staff member to return the form directly to the survey director and emphasized the fact that the confidentiality of the returns would be protected.

A total of 19,533 personnel forms were distributed; 7,868 were returned, of which 7,756 were usable. The rate-of-return by type of library was significantly better than those figures indicate. Because every school library/media center received a personnel form, that distribution is not comparable to the distribution made in other types of libraries. In the latter case, only personnel working in libraries covered in the survey received personnel forms. Of the personnel forms distributed, 14,584 were sent to school library/media centers, and 3,935 usable returns were received. When those 3,935 returns are related to the questionnaires that were submitted by the 4,785 media centers included in the survey, the coverage of school library/media personnel becomes more nearly comparable to that of professional employees of other types of libraries. Forms were distributed to 4,949 staff members of the 1,513 other libraries, and 3,821 usable returns were received.

The 112 personnel returns that were not usable have not been categorized because some of the respondents omitted geographic information and others failed to indicate the type of library in which they were employed. There was no uniform basis, therefore, for tabulating the nonusable forms.

In order to classify, by type, the libraries or library-related agencies in which professional personnel were employed, the following six categories were established. "Academic libraries" covers libraries in all postsecondary institutions. "Library education agencies" includes graduate and undergraduate programs and programs for training library technical assistants. "Public libraries" encompasses municipal, county, and regional libraries, and libraries operated as subscription or membership libraries. "School library/media centers" applies to centers in private as well as in public schools and in vocational-technical schools that do not require a high school diploma for admission. Library/media supervisors of school systems and any professional members on their staffs are counted here. "Special libraries" covers all industrial, commercial, scientific, hospital, institutional, and similar libraries maintained by companies, associations, and governments. Special libraries operated by academic institutions are counted under academic libraries, however. "State libraries" includes state library agencies, state law libraries, state school library supervisors, legislative reference agencies, and departments of archives and history. These definitions apply in this section to all tables that present data on library personnel

by the type of library in which they are employed.

It must be emphasized that the data presented in the following pages describe only personnel working in the libraries and library-related agencies that are included in the survey. There is no practical method for determining whether the 7,756 individuals covered by the usable personnel forms are truly representative of all professional employees of the region's libraries. When related to census data, the returns appear to offer a satisfactory coverage in terms of quantity. Specifically, according to the 1970 census, there were 18,838 librarians in the nine-state area, but not all of them would qualify as professional personnel. In addition, the libraries in which these individuals are employed equal statistically acceptable percentages of the total populations of the different types of libraries in the region.

Slightly more than half of the returns (51 percent) were submitted by individuals working in the school library/media center area. In round figures, 25 percent of the returns were completed by academic library personnel, 2 percent came from faculty members of library education agencies, 18 percent from public library staff members, 3 percent from special library employees, and 2 percent from state library agency personnel (see Table 56).

Although not all of them are represented in the personnel returns, 6,298 different libraries and library agencies submitted survey questionnaires. Comparison of that figure with the number of personnel returns underlines the fact that there are many one-librarian operations functioning in the region. Relating the number of type-of-library returns to the number of personnel returns provides an indication of the actual concentration of personnel by type of library. In round figures, academic libraries constituted 6 percent of the type-of-library returns, but 25 percent of the personnel returns came from employees of these libraries. Library education agencies submitted 1 percent of the returns, and their faculty members accounted for 2 percent of the personnel returns. Public libraries completed 10 percent of the forms; their staff members sent 18 percent of the personnel forms. School library/media center returns equaled 78 percent of the total type of library forms; center personnel returns amounted to 51 percent of the total. Special libraries supplied almost 5 percent of the type of library forms; their employees, 2 percent of the personnel questionnaires. State library agencies provided less than 1 percent (0.4 percent) of the returns, but their staff members accounted for 2 percent. These comparisons do not take into account the fact that the percentage of personnel returns was higher for some types of libraries than for others. The comparison is biased, therefore, and is given here merely as a reminder that the number of libraries needs to be considered in relation to total personnel.

Respondents were asked to indicate both their position within the administrative structure of the employing library and their area of library activity. In neither case were the returns completely valid. According to

TABLE 56
PROFESSIONAL PERSONNEL BY TYPE OF LIBRARY
IN WHICH EMPLOYED AND BY STATE AND REGION

State	Academic Library	Library Education	Public Library	School Library/ Media Program	Special Library	State Library*	Total
Alabama	125	17	119	151	30	10	452
Florida	305	10	205	424	28	16	988
Georgia	277	21	238	952	27	17	1,532
Kentucky	102	11	63	668	18	14	876
Mississippi	118	10	112	118	13	4	375
North Carolina	307	24	127	395	30	20	903
South Carolina	140	8	85	225	29	15	502
Tennessee	199	15	177	260	38	7	696
Virginia	<u>341</u>	<u>3</u>	<u>261</u>	<u>742</u>	<u>44</u>	<u>41</u>	<u>1,432</u>
Region	<u>1,914</u>	<u>119</u>	<u>1,387</u>	<u>3,935</u>	<u>257</u>	<u>144</u>	<u>7,756</u>

* Includes state library agencies, state libraries, and state school library supervisors.

7,756 Records Totaled

their replies (see Table 57), 49 percent of the professional personnel held a position with some administrative responsibility. That is, they served as a department head, as an assistant or associate director, or as head of a library. Because many school library/media specialists who should have indicated that they were head of a library with three or fewer employees checked the category "librarian or media specialist," the figure for the former category is too low and that for the latter is too high. Although editing of the returns revealed this problem, answers were not changed. Some of the library/media specialists were junior members of the staff of a media center and answered the question correctly. The survey director had no way of determining which answers were accurate and which were in error. Data on the number of individuals who head libraries with four or more staff members are valid, however, and indicate that careers of males lead to administrative positions to a much greater extent than do those of females. The tabulations on positions held by race of the staff members show a higher percentage of blacks as directors of libraries. This, of course, reflects the number who head the libraries of black academic institutions.

TABLE 57
PROFESSIONAL PERSONNEL BY TYPE
OF POSITION AND BY SEX AND RACE

Position	Sex			Race		
	Female	Male	Total	Black	White	Other
Head: 4 or more staff	468	269	737	31	694	9
Head: 3 or fewer staff	1,335	89	1,424	137	1,289	10
Associate or assistant head	224	69	293	20	270	3
Department or division head	1,006	227	1,233	93	1,111	34
Librarian or media specialist	3,181	219	3,400	401	2,965	38
Subject specialist	125	57	182	11	155	16
Head, Library Education Program	27	12	39	7	32	
Faculty member	47	44	91	10	80	1
Other	220	60	280	21	248	13
Total	<u>6,633</u>	<u>1,046</u>	<u>7,679</u>	<u>731</u>	<u>6,844</u>	<u>124</u>

7,725 Records Totaled

The data on area of activity to which the library staff members devote most of their time are also not completely reliable. Again, a number of the individuals working in school library/media centers checked "media programs" when "multiple responsibilities" would have provided a more accurate description of their activities. Forty-five percent of the individuals answering the question exercise several different responsibilities (see Table 58), providing additional confirmation of small staffs where members fill several roles or "do everything." The number of individuals reporting administration as their primary activity equals only 15 percent of the total, and the number of people devoting most of their time to technical processes, public services, consultative services, special collections, and instruction represents in each case only a small percentage of the professional employees. Only ten people held a professional position in the data-processing area.

TABLE 58
PROFESSIONAL PERSONNEL BY AREA OF PRIMARY
RESPONSIBILITY

Primary Responsibility	Total
Administration	1,157
Consultative services	203
Technical services	687
Public services	931
Special collections	139
Media	970
Instruction	150
Data processing	10
Multiple	<u>3,465</u>
Total	<u><u>7,713</u></u>

Salary data were reported on the basis of what the individual actually earned during the year. Respondents were not asked to express their salaries on a twelve-month basis. Forty-seven percent of the personnel indicated they earned less than \$9,000 annually. Thirty-five percent received from \$9,000 to \$11,999; 13 percent, from \$12,000 to \$15,999; 3 percent, from \$16,000 to \$19,999; 1 percent, from \$20,000 to \$24,000; and slightly less than 1 percent, over \$24,000. The lower salary ranges include a number of members of religious orders who work in libraries maintained by the orders and who are not compensated on the same basis as lay personnel.

A comparison of the data in Table 59 with data on salaries given in other sections of this report shows that what the administrator said staff members

earn and what staff members said they earn do not always agree. Because the personnel forms were distributed after the type of library questionnaires had been completed, however, the data reported may well not cover the same time period. According to the figures recorded in Table 59, salaries of library school faculty members were higher than those received by members of library staffs. Most of the people in school library/media centers do not work a full year and so their salaries appear in the lower brackets.

Analysis of salaries by sex of the employee shows that only 20 out of 6,554 females were paid more than \$20,000, as compared to 89 out of 1,032 males in this salary range (see Table 60). The distribution of salaries by race reveals that 102 of the 6,765 whites earned salaries of \$20,000 or above. Five of the 717 blacks received \$20,000 or better, and only 1 person in the "other" races category reported a salary above \$20,000. Distribution of salaries by position occupied by the respondent confirms that the higher salaries go to individuals with some administrative responsibilities. Their primary responsibility, or the area of activity to which they devote most of their time, exerts a definite influence on the salary levels of individuals. In round figures, 43 percent of the individuals devoting most of their time to administration earned \$12,000 or above; 39 percent of those providing consultative services received \$12,000 or more, as did 18 percent of those working in technical services, 10 percent of those in public services, 26 percent of those in special collections, 8 percent of those in media programs, 45 percent of those engaged in instruction, and 10 percent of those with multiple responsibilities. Four of the ten people in data processing reported salaries above \$12,000.

Professional education also appears to affect salary levels. Again in round figures, 73 percent of the holders of doctoral degrees reported salaries of \$16,000 or better. Salaries in that same range were reported by 15 percent of the staff members with a sixth-year specialist's degree, by 9 percent of the people with a master's in library science, and by 11 percent of the individuals holding the professional degree (B.S. in library science). One percent of the staff members with each of the following degrees or qualifications earned \$16,000 or more: a graduate degree in education and a major or minor in library science; an undergraduate major or minor in library science, and more than twelve hours in library science. The salaries of 4 percent of those with fewer than twelve hours of library science exceeded \$16,000. This latter category includes some subject specialists and other nonlibrarians who hold professional positions.

Professional Education

Although not all of them met the survey's definition of professional in terms of degrees in library science, a high percentage of the respondents

TABLE 59

PROFESSIONAL PERSONNEL BY SALARY RANGE AND BY TYPE OF LIBRARY IN WHICH EMPLOYED

Salary Range	Academic Library	Library Education	Public Library	School Library/ Media Program	Special Library	State Library
Less than \$4,000	27	1	131	134	5	2
\$4,000-\$4,999	12		66	23	1	1
\$5,000-\$6,999	39	4	143	544	18	4
\$7,000-\$8,999	342	3	303	1,765	39	19
\$9,000-\$11,999	880	24	500	1,139	85	50
\$12,000-\$15,999	417	39	175	244	65	49
\$16,000-\$19,999	104	27	36	35	26	9
\$20,000-\$24,000	37	10	8	3	9	5
More than \$24,000	24	6	2		2	3
Total	<u>1,882</u>	<u>114</u>	<u>1,364</u>	<u>3,887</u>	<u>250</u>	<u>142</u>

7,639 Records Totaled

TABLE 60
PROFESSIONAL PERSONNEL BY SALARY RANGE AND BY SEX AND RACE

Salary Range	Sex		Race				
	Female	Male	Black	Indian	Spanish Surname	White	Other
Less than \$4,000	283	13	17	1	2	280	
\$4,000-\$4,999	96	6	4			97	1
\$5,000-\$6,999	724	25	72	1	1	668	5
\$7,000-\$8,999	2,286	167	243	5	6	2,185	21
\$9,000-\$11,999	2,305	356	300	4	17	2,308	40
\$12,000-\$15,999	724	256	66	2	7	901	7
\$16,000-\$19,999	116	120	10			224	2
\$20,000-\$24,000	18	54	5	1		66	
More than \$24,000	2	35				36	

7,631 Records Totaled

had completed either a degree or some courses in library science. As Table 61 indicates, 7,419 out of the 7,756 respondents recorded some work in librarianship. The figure may be slightly overstated because there is a possibility that some people who had no courses in library science indicated that they had completed twelve hours or less. Slightly more than 52 percent of the individuals had a degree in library science. The degrees in library science included fifty-seven doctorates. In addition to those with degrees in library science, 17.4 percent of the respondents had earned a graduate degree in education with a major or minor in library science. An undergraduate major in librarianship was reported by 14.5 percent of the people, and 15.4 percent recorded the completion of a specific number of hours of library science. In some cases, the number of hours was sufficient to qualify as a major or minor but were not so indicated because they were taken independently of a degree program.

The distribution reported in Table 61 shows that holders of the doctor's degrees are found in library schools and academic libraries. Slightly more than half of those with the sixth-year specialist's degree work in school library/media centers. Slightly fewer than half of the individuals that hold a master's in librarianship are employed in academic libraries. Most of those with the master's in education work in school library/media centers.

Although respondents were asked to note only the library school from which they received their degree, many of them also listed schools where they had taken courses. For this reason, the data indicate the number of people who reported attending the schools or departments rather than the number receiving degrees from the schools and departments. Attendance at library schools accredited by the ALA was noted 4,488 times. The seventeen schools that were each listed more than fifty times are given in Table 62. As the table shows, the largest attendance was reported for schools located in the region. Attendance at unaccredited schools and departments located in the region was specified 3,010 times. The six schools and departments noted more than 100 times were as follows: University of Georgia, 295; Appalachian State University, 149; Western Kentucky University, 121; University of Virginia, 114; Eastern Carolina University, 112; and Eastern Kentucky University, 102. Both the editorial review of the returns and the tabulations indicated that the respondents had most often attended departments and schools in the state in which they resided. Unaccredited schools located outside the nine-state area were noted 256 times. So many different schools were listed that tabulation of the number of times each was cited would not have been productive.

General Education and Other Characteristics

Their undergraduate majors were identified by 7,436 individuals. Forty-six percent (3,455) specified majors in the humanities. Majors in the

TABLE 61

PROFESSIONAL PERSONNEL BY HIGHEST EARNED DEGREE OR HIGHEST EARNED HOURS
IN LIBRARY SCIENCE AND BY TYPE OF LIBRARY IN WHICH EMPLOYED

Degree or Hours	Academic Library	Library Education	Public Library	School Library/ Media Program	Special Library	State Library	Total
Doctorate	23	34					57
Sixth year specialist	32	10	17	78	7	5	149
Master's	1,395	56	769	649	115	74	3,058
Professional	211	8	150	216	29	32	646
Graduate in education	73	2	43	1,163	8	2	1,291
Undergraduate major	33	2	81	938	15	5	1,074
Over 12 hours	35	3	79	616	20	3	756
12 or fewer hours	61	2	110	168	39	8	388

7,419 Records Totaled

social sciences were recorded by 25 percent (1,860) and in the sciences by 11 percent (792). An undergraduate major in library science was noted by 18 percent (1,329). Out of the 7,756 individuals who completed the survey form, 320 appear not to have completed an undergraduate degree.

Excluding degrees in librarianship, 1,793 graduate degrees were held by professional personnel. Because a few had completed more than one advanced degree, the number of individuals (1,774) involved was slightly lower than the number of degrees reported. Forty-nine percent (884) of the graduate degrees were earned in areas of the humanities, 38 percent (688) in the social sciences, and 12 percent (221) in the sciences. In addition to the graduate degrees, 175 professional degrees were reported. Forty-three percent (75) were in theology, 24 percent (42) in law, and 33 percent (58) in other areas such as nursing.

TABLE 62
ACCREDITED LIBRARY SCHOOLS BY THE NUMBER
OF PROFESSIONAL PERSONNEL WHO REPORTED
ATTENDING THE SCHOOL

Rank	Name of School	Number Attending
1	George Peabody College	601
2	Florida State University	584
3	University of North Carolina	521
4	Emory University	473
5	Atlanta University	322
6	University of Kentucky	296
7	Columbia University	162
8	University of Illinois*	138
9	University of Michigan*	138
10	Louisiana State University	130
11	Catholic University	87
12	College of William & Mary	69
13	Case-Western Reserve University	64
14	Rutgers University	57
15	Drexel University*	55
16	Syracuse University*	55
17	Indiana University	54

*Tied.

Data on the place of birth of the professional staff members show that 70 percent (5,413) were born in one of the nine southeastern states. Only Florida (45 percent) and Virginia (58 percent) reported lower percentages than the regional average. Twenty-seven percent (2,105) of the

professional employees were born outside the region but in the United States, and 3 percent (195) were foreign-born.

A large majority of the individuals attended academic institutions in the Southeast. Seventy-six percent of the individuals earned their undergraduate degree from an institution located in the region. Twenty-two percent received their degree from an institution in the United States but outside the Southeast, and 1 percent obtained their degree from a foreign institution. Seventy-five percent of the graduate degrees were awarded by institutions located in the nine-state area, 23 percent by institutions outside the region but in the United States, and 2 percent by foreign institutions.

Of the total years of library experience they reported, professional personnel had acquired 88.1 percent in the Southeast, 10.6 percent outside the region but in the United States, and 1.4 percent in foreign countries. Individuals born in the region indicated that an even higher percentage (94.8) of their library experience had occurred in the nine-state area. Even the foreign-born had amassed over half of their library experience in the Southeast.

Although library experience predominates, professional personnel have many years of nonlibrary work in their backgrounds. The percentage of their total years of work devoted to nonlibrary activities is greatest (42 percent) for personnel of school library/media centers and lowest (19.7) for members of the faculties of departments and schools of library science. Based on all years worked by all respondents answering the question, nonlibrary experience accounted for 34.2 percent of the years professional personnel had worked. The respondents had an average of 15.9 years of total work experience.

The distribution of personnel by age reveals that the majority (56 percent) of those reporting were over forty years old, and 10 percent were over sixty. Approximately 22 percent were under thirty, and 22 percent were between thirty and forty years old. Examination of the age distribution by type of library in which the individual is employed reveals that 15 percent of the professional employees of state library agencies were sixty or older in 1972 (see Table 63). Thirteen percent of the employees of public libraries were sixty or over, as were 10 percent of the special library staffs, 10 percent of the faculties of library science departments, 9 percent of the academic libraries' employees, and 9 percent of the staffs of the school library/media centers. Public libraries employed the largest percentage of the under-forty group.

The 6,782 individuals who noted that they belonged to library and education associations held a combined total of 18,450 memberships, or an average of 2.7 per person. There were 974 people, however, who did not report any affiliation with a professional organization. Survey findings concerning membership in selected associations show that the re-

TABLE 63
PROFESSIONAL PERSONNEL BY AGE RANGE AND BY TYPE OF LIBRARY

Type of Library	Under 26	26-29	30-35	36-39	40-49	50-59	60 and Over	Total
Academic library	145	293	366	151	389	395	171	1,910
Library Education	1	7	18	19	41	21	12	119
Public library	169	220	180	75	242	313	180	1,379
School library/ media program	385	394	466	344	1,010	958	360	3,917
Special library	20	33	30	26	54	69	25	257
State library	12	23	16	9	27	35	21	143
Total	<u>732</u>	<u>970</u>	<u>1,076</u>	<u>624</u>	<u>1,763</u>	<u>1,791</u>	<u>769</u>	<u>7,725</u>

7,725 Records Totaled

spondents joined state and local organizations more often than regional and national. Among the national associations, the National Education Association had more members (1,995) than did the ALA (1,770). Only a small number of individuals (302) belonged to the Special Libraries Association. No single association listed could claim as many as 30 percent of the respondents as members; in fact, most of them had fewer than 20 percent of these 6,782 individuals on their membership rolls. In the "other library associations" category, the Catholic Library Association and the Music Library Association were often mentioned. Memberships were noted in statewide community or junior college library associations. The 6,782 people reporting memberships in library and education associations attended an average of 2.1 meetings of those organizations.

Professional personnel took part to a lesser extent in nonlibrary associations. Because the purpose was to secure some measure of the extent to which the respondents participated in other groups where they might be identified as librarians, no restrictions were placed on nonlibrary associations as to character or type. Out of the 7,756 respondents, 4,979 individuals noted membership in other organizations, 1,803 fewer than reported belonging to library and education associations. These 4,979 individuals recorded memberships totaling 13,147 in nonlibrary organizations, or 2.6 memberships per person. They attended an average of 5.1 meetings of the nonlibrary associations, more than double the corresponding figure for attendance at meetings of library associations. It should be pointed out, however, that many of the nonlibrary organizations are local ones that hold frequent meetings, and the opportunity for attendance is greater than is the case with most of the library and education associations.

Thirty percent (2,295) of the individuals who submitted survey forms had given a speech or made some kind of a presentation to a nonlibrary organization. These people were quite active, however. They recorded a total of 9,122 presentations of some type, or an average of 4 per person. Personnel employed in public libraries and by state libraries averaged 6.2 presentations each; those in special libraries averaged 4.1; in library education, 3.8; in academic libraries, 3.4; and in school library/media centers, 2.9.

Personnel Practices and Policies

A job description existed for the positions held by 5,024 (65 percent) of the professional staff members. Such descriptions were reported most often by individuals working for the state libraries, less frequently by faculty members of library education agencies and employees of school library/media centers. Probationary periods were served by 2,530 (33 percent) of the professionals. More of the people employed in public libraries and fewer of the faculty members of departments and schools of

library science reported they had worked on probation initially. Forty percent (3,128) of the staff members had participated in an orientation program when they came to work for their present employer. Again, a higher percentage of people working in state library agencies reported participation in orientation programs and a lower percentage of the faculty members of library schools.

Tabulations of the reactions of the respondents to ten selected personnel practices show that most of them were aware of the policies and found them to be satisfactory (see Table 64). The percentage that did not know whether there was an established policy ranged from 1 percent for sick leave to 15 percent for grievance procedure and for educational leave. The percentage specifying that no policy had been adopted varied from 3 percent for sick leave to 25 percent for promotions and for grievance procedure. The highest unsatisfactory evaluation (23 percent) was assigned to raises and the lowest (6 percent) to sick leave. *The highest satisfactory rating (54 percent) was given to salaries* and the highest "good" evaluation was accorded sick leave (48 percent). Percentages were higher in the satisfactory column than in any other column. A more careful study of the tabulations shows that, when "satisfactory" and "good" ratings are combined, sick leave, vacation, and retirement policies lead the list.

A majority of the individuals did not feel that they could compare personnel practices in the library or agency in which they were then employed with practices in similar libraries or agencies. Approximately 72 percent (2,490) of those drawing the comparison felt that conditions were better in their current situation than in comparable libraries. The type of library or agency in which the individual was employed exerted some influence on the comparison. Members of the faculties of departments and schools of library science who made the comparison chose their current situation by a large majority (86 percent). Percentages indicating that the current work situation was better were as follows for employees of the other types of libraries: special libraries, 84 percent; public libraries, 73 percent; school library/media centers, 71 percent; state libraries, 70 percent; and academic libraries, 69 percent.

Reactions of Professional Personnel

Survey respondents were asked to rate on a four-point scale a list of twenty-one possible deterrents to the provision of a satisfactory level of library service to all people in the region, and they were provided with space to note any other obstacles that they viewed as definite handicaps to the development and provision of library service. Table 65 shows the total number of individuals rating each obstacle and expresses as a percent of that total the number that assigned each rating. The total number of individuals rating each obstacle varies, the maximum number rating a specific obstacle being 6,890. Many individuals noted that they did not

TABLE 64
PROFESSIONAL PERSONNEL RATING PERSONNEL POLICIES AND PRACTICES
BY POLICY AND BY RATING ASSIGNED

Policy	Number of Personnel Reporting	Do Not Know (Percent)	No Established Policy Exists (Percent)	Unsatis- factory (Percent)	Satis- factory (Percent)	Good (Percent)
Performance review	7,375	14	24	9	40	13
Grievance procedure	7,369	15	25	9	38	13
Sick leave	7,569	1	3	6	42	48
Educational leave	7,411	15	21	13	31	20
Professional leave	7,528	4	12	11	42	32
Vacations	7,277	3	5	7	41	44
Promotions	7,128	14	25	13	35	12
Salaries	7,437	3	6	21	54	16
Raises	7,375	5	9	23	48	15
Retirement	7,428	6	4	10	50	30

TABLE 65

PROFESSIONAL PERSONNEL RATING SELECTED POSSIBLE OBSTACLES
TO THE DEVELOPMENT OF LIBRARY SERVICE BY POSSIBLE OBSTACLE AND BY RATING

Possible Obstacle	Number of Personnel Rating	No Obstacle (Percent)	Minor Obstacle (Percent)	Definite Obstacle (Percent)	Serious Obstacle (Percent)
Library legislation	6,283	10	27	43	20
Inadequate funds	6,890	3	10	39	48
State leadership	6,095	29	33	27	11
Local leadership	6,207	28	29	28	16
Inadequate planning	6,279	17	32	35	17
Inadequate knowledge of population needs	6,387	20	31	33	16
Restricted view of library's role	6,540	14	25	36	25
Library tries to meet too many needs	6,389	33	36	21	10
Inadequate interlibrary cooperation	6,363	37	35	21	8
Librarians fail to publicize services	6,547	20	41	30	9
Location of libraries	6,362	42	39	15	5
Inadequate buildings	6,602	13	28	36	24
Library hours	6,461	38	40	17	5
Small collections	6,466	17	33	35	14
Lack of nonprint material	6,480	16	35	33	16
Collections do not reflect needs	6,219	36	39	18	24
Library education inadequate	6,367	27	36	28	12
Lack of qualified librarians	6,449	38	29	22	11
Lack of continuing education	6,456	24	31	28	18
Management practices	6,108	27	36	26	12
Weak organizational structure	5,918	27	38	26	10

feel qualified to identify or evaluate deterrents to the development of library service.

No single obstacle was perceived as serious by as many as 50 percent of the individuals who rated it. Inadequate funds was identified as a serious deterrent by the largest percentage (48) of the respondents, followed by restricted view of the library's role (25 percent), inadequate buildings (24 percent), and failure of collections to meet needs (24 percent). Rated most frequently as definite deterrents were library legislation (43 percent), inadequate funds (39 percent), inadequate buildings (36 percent), inadequate planning (35 percent), and small collections (35 percent). Combining the percentages for the ratings of definite obstacles and serious obstacles produces only five that were perceived as significant deterrents by as many as 50 percent of the respondents.

A number of people added notes in the space provided either to emphasize a few of the obstacles they had rated or to add some. For example, the need for more ALA accredited library schools was cited frequently by individuals in those states lacking such a school, and the need for more opportunities for continuing education was reiterated. The administrator's lack of understanding of the library was mentioned by people working in academic libraries, school library/media centers, special libraries, and public libraries.

Respondents displayed considerable uncertainty about assigning priorities based on desirability and feasibility to the nine areas suggested for possible cooperative programs. Many of them expressed the feeling that they were not well enough informed to rank the areas. Continuing education was ranked by more individuals (4,742) than any other area. The nine areas listed in order of the rankings assigned by the respondents follow:

1. Planning for library development
2. Collection development
3. Reference
4. Interlibrary loan
5. Acquisitions
6. Continuing education
7. Cataloging
8. Research in librarianship
9. Storage of materials

The professional staff members expressed a high level of support for the establishment by the SELA of the Office of Executive Director. Of the 7,268 librarians answering the question concerning the desirability of such action on the part of the SELA, 2,569, or 35 percent, answered affirmatively and 3,898, or 54 percent, said possibly. Only 801, or 11 percent, reacted negatively.

Comparisons

In contrast to the report of the 1947 survey, which included data on 4,618 library staff members,¹ this survey contains measures of 7,756 professional staff members, an increase of 68 percent. These figures cannot be construed to define a two-thirds increase in the size of library staffs, but they do indicate that the number of librarians has increased and that the personnel characteristics described earlier in this section are based on a large population.

The distribution of personnel by type of library in which employed in 1972 differs sharply from the distribution in 1947. In the earlier survey 44 percent of the people worked in school libraries;² by 1972 the percentage had increased to 51 percent. Employees of public libraries, representing 29 percent of the 1947 total, dropped to 18 percent in 1972. Staff members of academic libraries constituted 21 percent of the 1947 total and 25 percent of the 1972 total. Special library employees accounted for 3 percent of all professional staff members in both 1947 and 1972. State libraries and library schools each increased their share of the professional employees from slightly more than 1 percent in 1947 to 2 percent in 1972.

Unquestionably, professional personnel now have more training than their 1947 counterparts did. Of the 4,618 individuals covered in the 1947 survey, 43 percent appear to have had either a degree in library science or to have completed some library science courses.³ In 1972, 96 percent of all the respondents either had a degree or had completed courses in library science. The number of doctorates in the nine states had increased from ten to fifty-seven.

A comparison of the age distribution of professional staff members in 1947 with a similar distribution in 1972 shows that the library profession is aging. In 1947, 49 percent of the people were forty or older;⁴ in 1972, 56 percent were over forty years old.

The number of professional library and education associations to which librarians belong appears to have increased only slightly. In 1947 the 4,618 individuals reported a total of 9,114 association memberships,⁵ or an average of 2 memberships per person. In 1972, 7,756 individuals indicated 18,450 memberships, or an average of 2.4 per person (averages calculated on basis of total personnel, not on those belonging to an association). Participation in state library associations has increased in the period between the two surveys but dropped in the ALA. Membership in the state associations rose from 41.5 percent in 1947 to 64 percent in 1972. In 1947, 32 percent of the 4,618 individuals belonged to the ALA; in 1972, 22.8 percent of the 7,756 individuals reported membership in the national association.

Data provided on the personnel forms, as well as those supplied by library administrators, show that professional librarians in the region are underpaid. Forty-seven percent of the librarians indicated their salaries

were less than \$9,000, an amount that was lower than the average beginning salary reported for a graduate of an accredited library school that year.⁶

Information contained in *Salary Statistics for Large Public Libraries*⁷ confirms the lower salaries offered by libraries in the Southeast. For example, the salary scale in one public library located outside the region was:

Junior Librarian A: \$10,123 to \$11,483

Senior Librarian: \$11,110 to \$12,793

*Administrative Assistant: \$11,884 to \$15,261

*Branch Head: \$10,123 to \$15,238

*Division Head: \$ 9,100 to \$15,261

*Department Head: \$13,120 to \$18,855

Assistant Director: \$16,594 to \$20,417

Director: \$22,133 to \$28,056

Several subclassifications were included for each of the positions marked with an asterisk. For those positions, the lowest and highest salaries specified in the various subclassifications are given above. This public library was spending \$4.77 per capita.

Likewise, a review of the data presented in the 1972-73 study of salaries of academic librarians sponsored by the Council on Library Resources (CLR) suggests that personnel in southeastern libraries receive lower salaries than do librarians employed outside the region. The CLR study shows that the percentage of academic librarians receiving salaries of at least \$20,000 ranges from 0.5 percent in church-related, four-year liberal arts colleges to 6.4 percent in private, independent universities.⁸ In the Southeast, only 3.2 percent of the personnel employed in all academic institutions earned above \$20,000.

Summary

More librarians were working in the region in 1972 and, in terms of academic and professional backgrounds, these librarians were better equipped to serve the people. The individual librarian was likely to have been born in the region, to have received an undergraduate degree (with a major in the humanities or the social sciences) from an academic institution in the region, and to have completed a library degree from a library school in the region. Most of the individual's work experience would have been in the region and would probably include a few years of nonlibrary experience. The individual heading a library with four or more employees was likely to be a male, and the individual whose salary fell in the highest brackets was also likely to be male and/or a member of a library school faculty. Whatever his position, the individual was likely to have some administrative responsibilities and might well be working in several areas of the library. Generally, the individual was satisfied with his present working situation. Unless the individual worked in a public library, he was

not likely to be active in nonlibrary organizations.

As the above profile suggests, homogeneity continues to be a dominant characteristic of the librarians of the region. The numerous ties to the region embodied in this characteristic should give the individual a deeper awareness of the needs of the people of this area and a better understanding of the power structure and of the ways in which progress is achieved. These ties may also restrict vision, and library administrators, with every means at their disposal, should encourage their staff members to visit libraries outside the region and to participate in workshops and other programs conducted in different parts of the country. Individual librarians need to seek opportunities to broaden their experience and to gain exposure to different approaches to the provision of library service.

The limited involvement of librarians in nonlibrary associations provides cause for concern. Librarians need to be seen away from the library—to be identified as librarians in nonlibrary situations. They need to be active participants in the world they serve—the public library's community, the media center's school, the academic library's campus, the special library's industry. Library and education associations are important, of course, but librarians need to be in communication with people generally, not just their fellow librarians.

Despite the insight displayed in the comments included with some of the returns, and despite the genuine concern expressed by some of the respondents, the tabulations presented in this section lead to the conclusion that a significant percentage (50 percent or more) of the personnel covered in the survey are remarkably complacent. They recognize, for example, few deterrents to the development of library services in the region other than inadequate funding for libraries. Possibly the attitudes expressed reflect, not a simple complacency about the present quality of library services in the region, but the optimistic view that additional financial support for libraries would enable them to provide the variety and quality of services that should be available. However it may be characterized, whether as complacency or as optimism, if this viewpoint determines the approach that is taken to the strengthening of library resources and services, then the quality of such services in the Southeast is not likely to show significant improvement in the immediate future. Someone has said that "ideas not money solve problems."⁹ Until the problems impeding the growth of libraries are recognized by the profession, plans for their removal cannot be formulated and implemented.

Whether or not they themselves deal directly with users, the librarians covered in the survey appear to be genuinely interested in improving the services they personally provide. They need to cultivate a similar concern for the strengthening of the resources and services of all types of libraries. They need to sharpen their awareness of the weaknesses of the library services available to the people of the region and to increase their under-

standing of the factors responsible for those weaknesses. Until the region's librarians prepare themselves to deal with the problems of library development as well as the problems of individual libraries the prospects for significant improvement in the level of library service are not bright.

Recommendations

1. *Individual librarians need to develop a stronger commitment to the profession of librarianship, to become more alert to its problems, and to participate in efforts to strengthen the position of libraries in the region.*

2. *Individual librarians need to seek opportunities to observe programs outside the region and to share experiences with people working in other sections of the nation.*

3. *Individual librarians need to pursue all appropriate opportunities for professional development and for continuing education. Where no such opportunities exist, the librarians should endeavor to create them.*

4. *Individual librarians need to cooperate in efforts to raise salary levels and to improve fringe benefits and to make them competitive with those available elsewhere in the nation.*

B. USERS OF LIBRARY RESOURCES AND SERVICES

In the initial planning for the survey, extensive consideration was given to alternative approaches for collecting data on the use and nonuse of the region's libraries, and some tentative decisions were reached as to methods that could be adopted. As the pressures involved in processing the survey returns accumulated, the realities of time and financial limitations had to be accepted. Although the original plans for a study of use and nonuse had to be abandoned, a questionnaire was constructed to secure information from development personnel, a small category of the population with recognized information needs.

This questionnaire was mailed to members of the Southern Industrial Development Council (SIDC) who resided in the nine-state area. The SIDC is a regional association that occupies much the same position in the development profession as does the SELA in librarianship. Development personnel are concerned with maximum utilization of an area's resources. Because new and expanded industries bring more business to them, many utilities, banks, land development firms, and similar companies maintain an industrial or community development unit to work with cities and towns on programs designed to expand their economic base by attracting new industries and businesses. Development personnel also work with representatives of industrial concerns who are considering relocation or construction of a plant. In addition to those working in business and industry, development personnel are employed by government agencies,

academic institutions, and associations. Since the survey director had access to the SIDC mailing list, it was decided to survey this specific population.

Questionnaires were distributed to 630 members of the SIDC; 303 of the forms were returned. Most of the individuals submitting questionnaires were employed by a chamber of commerce (31 percent), a government agency (20 percent), or a utility (14 percent). The one-page questionnaire was designed to produce measures on three different topics: (1) collections maintained by the agencies employing the developers, (2) the developers' use of libraries, and (3) interest evidenced by industrial prospects in the availability of library resources in the region.

Approximately 84 percent (254) of the developers indicated that their agency maintained an information collection or library. Because returns were received from several employees of the same agency, special precautions were taken to ensure that accurate tabulations were produced of the answers to this question. Chambers of commerce and the agencies of state and local government appear slightly more likely to maintain collections. Of the 254 agencies reported to have collections, 112 (44 percent) have budgeted funds to support the collections. Personal observations of such collections indicate, however, that not that many of the agencies have a separate budget for purchase of materials. According to the returns, more of the chambers of commerce, the governmental agencies, and the real estate companies have such budgets.

The type of person maintaining their collections was recorded for 210 of the agencies. In 117 (55 percent) of them, a secretary was responsible for the collection. Twenty-two (10 percent) of the agencies have a non-professional staff member who works with the collection. According to the returns, 29 (14 percent) have a "professional librarian" on the staff; although some of these agencies do in fact have a professionally trained librarian on the staff, personal knowledge indicates that most of them do not and that the person holding the professional position labeled "librarian" has no formal preparation in librarianship. Finally, 42 (20 percent) of the agencies operate their collections by "other" methods. "Other" methods usually means one of the research staff members is expected to oversee the collection, but that, in practice, the materials accumulate, are never organized, and are used only on a haphazard basis.

Fifty-four percent (164) of the developers reported that they had used their local public library within the last three months, but 17 percent (52) stated they never used it. The remainder can be assumed to have used it at sometime or another but not recently. Although some of the developers may not have access to an academic library, most of them are within commuting distance of one. Only 40 percent (121) of them indicated they had used an academic library within the last three months, and 22 percent (66) noted that they never used one. Slightly more than 50 percent (153) of the developers had made use of a chamber of commerce's collection

during the last three months, and 7 percent (21) said they never used the chamber's resources.

In evaluating their success in locating the information they needed, slightly more than 84 percent (249) of the 295 developers answering the question reported that they found the information they desired less than 50 percent of the time. Approximately 13 percent (38 individuals) were successful between 50 and 80 percent of the time. Only 2 percent (7) of the developers reported that they found the information they needed more than 80 percent of the time.

A total of 278 developers responded to the question concerning expressions of interest in the availability of library resources and services that they had heard a prospect voice. Fifty-three (19 percent) reported they did not recall hearing a prospect display interest in such resources. Approximately 60 percent (166) of those answering the question said that prospects had been interested in business and industrial information resources and services. Forty percent (111) recorded an interest on the part of prospects in the availability of information resources in science and technology. According to 35 percent (97) of the developers, prospects had wanted to know about the availability of and quality of public libraries. Twenty-six percent (72) said that prospects had expressed similar interests in school libraries. These data do not provide any indication of the number of prospects who evidenced interest in library resources, and the data are subject to all the weaknesses of human memory. They do suggest an awareness on the part of manufacturing and business officials of the importance of library resources and services.

Although other categories of users and nonusers were not surveyed, each of the questionnaires prepared to collect data from the directors of the different types of libraries contained one or more questions concerning any user/nonuser studies that had been conducted during the previous five years. Academic, public, and school libraries reported that a total of 785 such studies had been conducted or were in process. To more than half of these libraries letters were written asking for specific information about their studies. The replies revealed that few really systematic and serious studies have been undertaken.

The ultimate goal of all library planning should be the provision of more effective service to people. In order to devise ways to improve the services they extend, librarians should acquire more specific knowledge concerning the information needs of the people of the region and changes in these needs. The distinctive information requirements of nonusers should be identified and analyzed and the results of the analysis used to modify and expand library services. More specifically, librarians should review existing studies of library use/nonuse, including general consumer studies, and extract findings that are applicable to the Southeast. Based on this review, librarians should pursue, under the sponsor-

ship of the SELA, a series of studies that will produce profiles of categories of users and nonusers and enable librarians to come closer to attaining the ultimate goal of their planning—better library service for the people.

V

LIBRARY SERVICES FOR THE SOUTHEAST: AN OVERVIEW

Many of the trends identified with the Southeast in the 1950s and 1960s had significant implications for libraries. Libraries and library services were influenced by changes associated with higher average incomes, increasing industrialization and urbanization, consolidation of public schools, expansion of institutions of higher education and of graduate programs, rising levels of educational attainment, the removal of racial barriers, the enforcement of the one-man/one-vote Supreme Court decision, and the availability of federal aid for many purposes. Trends in librarianship itself also affected the growth of library services in the region in the years between 1947 and 1972.

The report of the 1946-47 survey shows that the region then provided eighteen cents per capita in support of its public libraries and that the collections of those libraries contained the equivalent of about one-third of a book per capita. Approximately 30 percent of the population lived in areas where public library service was completely lacking. Almost 84 percent of the children attended schools "largely devoid of the recognized benefits of school library service." School libraries for which information was available included 6.24 books per pupil. Academic libraries were spending \$18.73 per student, and their collections represented the equivalent of 43.7 volumes per student. Few special libraries were found in the region. Libraries of all types were understaffed, and many staffs included "insufficiently educated personnel." Library buildings were frequently inadequate.¹

Since 1947 substantial advances have been achieved in the development of library resources and services. Library collections have grown in size, and the librarians who administer these collections have increased in number. The nature of the collections has been broadened to include

many forms of nonbook materials, and the services offered by the library staffs are being expanded and changed. Survey data confirm that growth has not been limited to any one sector of library service or to only one or two states in the region.

In 1972, 92 percent of the region's people lived in areas served by a public library, and in four states the entire population has access to such service. Many local libraries have united, forming regional systems so as to expand the resources that could be made available locally. Many collections are housed in relatively new, attractive, and functional buildings—buildings with facilities for film showings, listening hours, and meetings.

State library agencies administer state and federal aid in such a manner as to stimulate the development of local public library service within the framework of overall statewide plans. In order to utilize existing resources more fully and to provide more effective services, the state library agencies are operating interlibrary loan and reference service networks. They are also attempting to bring different types of libraries into closer working partnerships where other aspects of library service are concerned.

Most of the children in the region now have the benefits of library/media services available in their schools. Evidence suggests that over 90 percent of the public elementary and secondary schools in the region have a library/media center. In addition to listening and viewing rooms, some of the library/media centers have laboratories in which audiovisual materials can be produced.

The staffs of possibly 40 percent of the local school systems include a library/media supervisor who provides consultative services to the library/media staff members in individual schools and coordinates library/media activities throughout the system. At the state level, the departments of education all have a state supervisor or consultant for school library/media services.

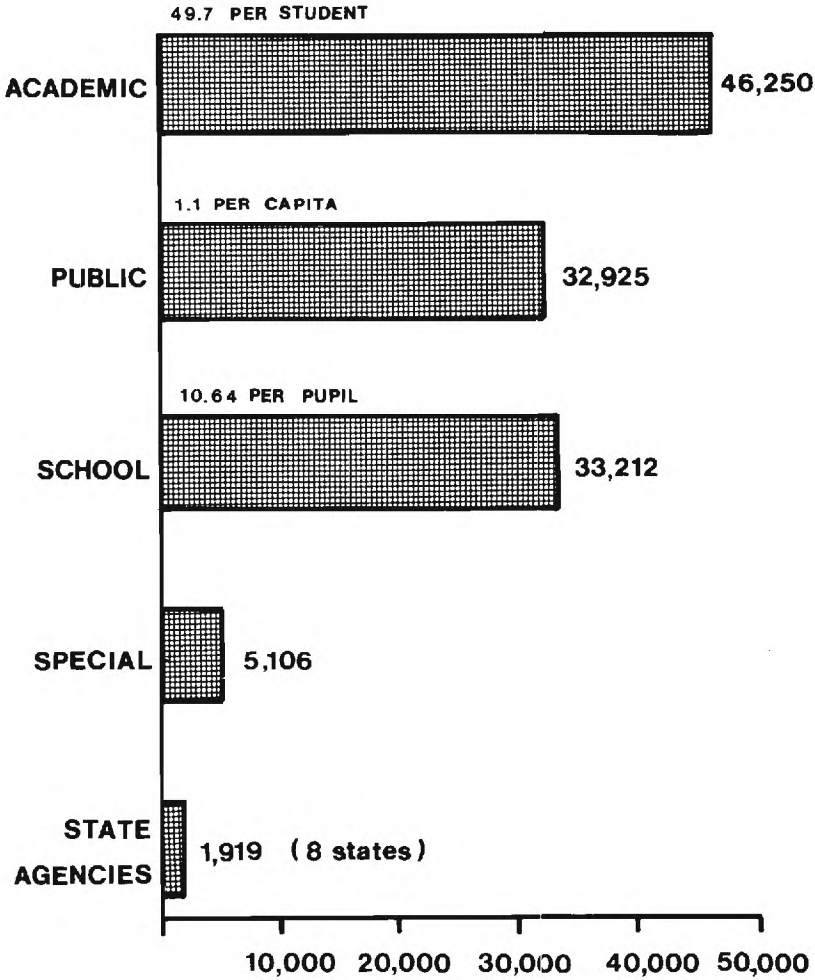
Students in many academic institutions find not only library resources to support basic undergraduate programs but also the materials needed to sustain graduate study and research. Most of the academic libraries are housed in comparatively new buildings.

A significant number of employees of state and federal governments, business and industrial firms, hospitals, associations, and other organizations have access to libraries at their place of work. These collections have been selected to provide them with the information they need in the performance of their duties.

Libraries covered in the survey contained approximately 120,000,000 volumes of books and bound periodicals (see Figure 3). Almost 40 percent of these volumes were held by academic libraries. Figure 3 shows only a small difference in the holdings of public and school libraries, but the

FIGURE 3

**BOOKS AND BOUND PERIODICALS
IN THE REGION (000's)**



percentage of public libraries represented is much higher than the percentage of school library/media centers. The bar labeled "special" covers the holdings of special libraries, libraries of departments of state government, supreme court libraries, and hospital and institutional libraries. The collections of state library agencies were displayed separately in order to emphasize their importance and their relationship to the other collections.

In addition to books and periodicals, collections include recordings, tapes, films, paintings, and other nonbook materials. These nonbook materials are found in most school library/media centers and in many community college and technical institute libraries. Although nonprint materials are more likely to be included in the collections of the larger public libraries, they are used by some small public libraries. Computer tapes are represented in the holdings of some of the libraries, primarily the university and special libraries.

Survey findings concerning the significant growth of library collections in the Southeast are confirmed by a series of studies that identify major centers of library resources. The series, begun with Louis Round Wilson's *Geography of Reading*² and continued by Robert B. Downs in two articles published in *College & Research Libraries*,³ provides data for 1935, 1955, and 1973. The 1935 study identified 77 centers of not more than a fifty-airline-miles radius that held 500,000 volumes or more. Seven (9 percent) of these centers were located in the Southeast. By 1955 the number of such centers had increased to 109, of which 17 (16 percent) were located in the region. In 1973, 265 centers were identified, with 53 (20 percent) of them being in the Southeast.

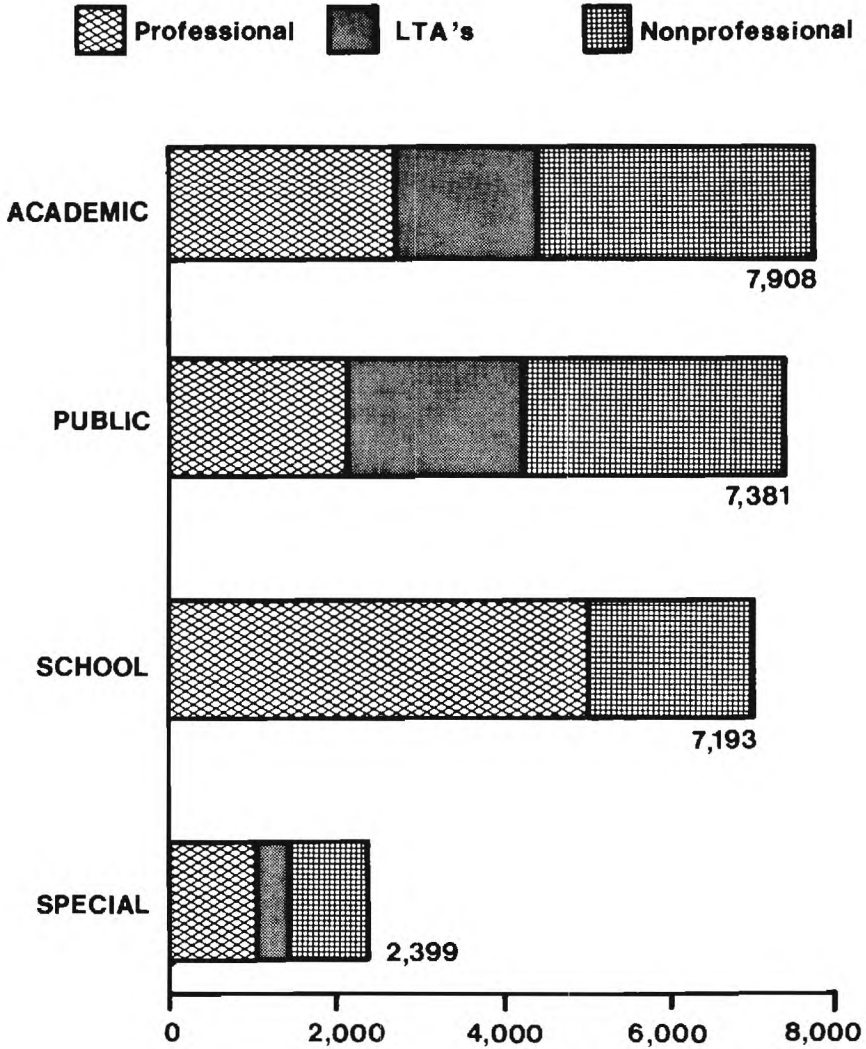
Some public libraries are reaching out to serve specific groups in the community—the economically disadvantaged, the elderly, the blind, and the visually handicapped—groups that had not been sought out previously. Others still extend few services. Likewise, in some school and academic libraries instruction in the use of library resources is offered students, but the practice is certainly not universal. In all types of libraries information services continue to be limited.

The librarians who are developing the collections and providing services for library users are better prepared professionally to handle these responsibilities than their 1947 counterparts were. Those in professional positions are likely to have completed a degree in librarianship or to have met state requirements for certification as a school library/media specialist. A majority of the librarians had secured their degrees from one of the library schools in the region. The library administrators are most likely to be men, although women far outnumber men in the profession.

Including professional and nonprofessional personnel, some 25,000 people worked in the libraries covered in the survey (see Figure 4). Academic libraries employed almost a third of these individuals. Public

FIGURE 4

STAFFS OF LIBRARIES IN THE
REGION



library staffs included a higher percentage of library technical assistants (LTAs) and a lower percentage of professional personnel than either academic or special libraries. The difference in total number of employees of academic libraries (367 libraries) and public libraries (636 libraries) should be observed. Professional personnel as reported for school library/media centers includes staff members who meet state certification requirements but who do not necessarily have a library degree, and the LTAs are counted with the nonprofessional staff.

Operating expenditures of the libraries surveyed exceeded \$240,000,000 in 1972 (see Figure 5). Academic libraries spent the largest portion of that total, and they devoted a higher percentage of their expenditures to the acquisition of materials than did either public or school libraries. The larger percentages expended for salaries by public and school libraries do not reflect higher salaries. They indicate, instead, the larger number of such libraries in the totals.

Mechanization has come to some of the libraries. At least 188 of them said they make use of computers in some of their operations, and approximately 40 indicated that they maintain machine-readable data bases. Recorded expenditures of libraries for data-processing activities amounted to almost \$1,300,000. These data describe pre-SOLINET conditions.

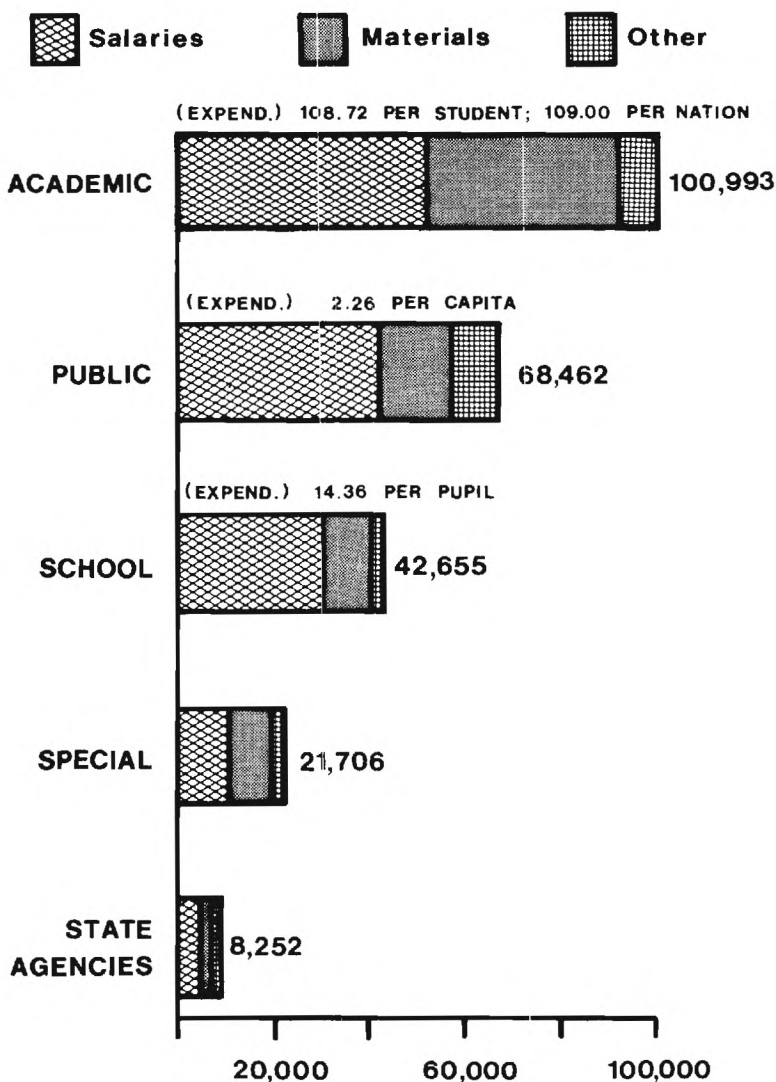
Notwithstanding the substantial progress they reveal, the survey data also confirm specific inadequacies of library resources and services in the region. First, the questionnaires submitted by individual libraries emphasize the unevenness of library development in the Southeast. They identify excellent academic, public, school, and special libraries, but they also reveal the existence of many weak, ineffective libraries in each category. Second, when the measures produced by the survey are related to national data and to nationally adopted standards, major needs in every type of library service become apparent.

More than three million people in the region lack access to any public library service. It should be available to them.

The region needs more librarians and more supportive personnel. In order to match national standards, public libraries in the southeastern states should have had at least 2,809 more professional and 4,919 more nonprofessional staff members than were actually available in 1972. To meet regional standards, library/media centers in secondary schools needed approximately 852 more library/media specialists and at least 1,162 additional clerical personnel.

People in the region need more books. If students in academic institutions in the Southeast had found the same number of books per student in their libraries as they found nationally, academic libraries would have contained 4,649,825 additional volumes. In effect, the region would have acquired more volumes than were reported by all the academic libraries in

FIGURE 5
EXPENDITURES OF LIBRARIES
IN THE REGION (000's)



the state of Kentucky. Based on the standards adopted by the ALA, public libraries should add at least 27,533,812 volumes, or almost 90 percent more than their reported holdings; 34,912 periodical subscriptions; and 12,494 films. School library/media centers would require 15,299,168 additional volumes (approximately the equivalent of the holdings reported for all the centers in Georgia, Kentucky, and Tennessee) and almost 8,000,000 recordings and audio tapes.

In order for \$5.00 per capita to be spent on public library service for the region's people, the income of public libraries would have to be more than double what it was in 1972. Expenditures per student by academic libraries in the region approximated the 1972 national average expenditure per student. Equaling the levels of what was spent nationally or of financial support recommended in standards does not supply, however, the funds needed to bring the region's holdings of print and nonprint materials up to national averages.

Salaries received by librarians in the region appeared to be noticeably lower than those of librarians in other parts of the nation. At a time when the average beginning salary for a library school graduate was \$9,248,⁴ 47 percent (3,612) of the librarians who completed a personnel questionnaire earned less than \$9,000. That 47 percent included some members of religious orders who were not compensated on the same basis as lay personnel and also covered 2,466 school library/media specialists who were paid for a shorter work year.

The survey's findings suggest that the services provided by many libraries of every type are narrowly defined and limited in variety. Reflecting a long-time professional emphasis, librarians have concentrated on book selection and collection development for posterity. Librarians appear to be less effective in planning and providing services people need today. Overworked staff members trained to think in terms of "a storehouse of knowledge for future generations" have had little reason and few opportunities to consider offering many services beyond basic circulation, reference service, and reading guidance for individuals seeking these services. Some librarians now stress expansion of the services they offer and attempt to reach more people within their service areas. In order to pursue these two goals, more information is required about the needs of people for information than is now available. The competency of library staff members to assist school pupils, teachers, college students, and other categories of users to locate and use information must also be upgraded.

Conditions in libraries in the region are not conducive to the professional growth of their staff members. According to the survey returns, personnel policies of the libraries offer only limited encouragement to their staff members for continued professional growth. Opportunities to participate in formal continuing education programs are likewise limited.

Unless they continue to grow professionally, librarians limit the progress of the libraries that have employed them.

A comparison of the 1972 survey results with the "Program for the Future" ⁵ presented in the report of the 1947 survey lends additional perspective to consideration of the progress that has occurred. The "program" included a series of recommendations for regional action related to nine problem areas. The following brief paragraphs identify the nine major recommendations and indicate, in general terms, what progress has been made to achieve each one.

1. "The Southeastern Library Association must be strengthened." The Association has established a headquarters office and now publishes a quarterly journal, as recommended. Although it has employed a part-time executive secretary, it has failed to "provide a full-time executive secretary or field agent."

2. "Thinking concerning libraries must be changed." This point stressed the need for change in the "viewpoints concerning the responsibilities of libraries for regional improvement and development" and indicated that "information, education, and research must be placed ahead of aesthetic appreciation as the public library's objectives." The current survey's findings document progress in this area, but the need continues to strengthen resources and services that meet informational needs and support regional development.

3. "Relations with other organizations must be sought." Except for education agencies, contacts do not appear to have been established with regional organizations.

4. "Research facilities must be developed." Graduate work in the region has been expanded and library resources to support such work have been strengthened. The survey's findings show that some industrial concerns have established research and development operations in the Southeast and now provide their own library support for those operations. The volume of research conducted does not match that of most of the other regions, however, and the collections of the research libraries continue to lag behind those of other sections of the country.

5. "Greater support and equal services should be provided." Support for services extended by public and school libraries and services provided for blacks were emphasized in the presentation of this point. Financial support for public and school libraries has been increased, although public libraries do not appear to have received as much of an increase as have libraries in public schools. All library services are now as available to blacks as they are to other citizens, and a number of libraries are conducting specific programs designed to serve the economically disadvantaged segments of the population, especially blacks and other minorities.

6. "Strong state library associations and agencies are needed." The state library agencies have been considerably strengthened in terms of

staffs, collections, and programs, and their leadership role has increased in importance. Virtually all of them, however, need additional financial support. Although state library associations show increased memberships, the reports of their activities do not reveal the exercise of the kind of aggressive leadership that is required to advance the growth of library service.

7. "A program of education for librarianship better adapted to regional conditions is essential." No realistic assessment can be made of the extent to which library schools have attempted to relate courses to problems of the region and to the role of libraries in assisting the region to "overcome the lag from which it suffers." Course descriptions do not reveal such an emphasis, but it may exist in actual course presentations.

8. "A graduate school and research in librarianship are necessities." One doctoral program has been established in the region and another one is in the planning stages. Research in librarianship continues to be limited.

9. "More adequate library buildings are required." Survey findings document a phenomenal amount of library construction. Although some libraries still occupy totally inadequate structures, noteworthy progress has been made in meeting this requirement.

This brief outline of the nine points has not repeated the emphasis put on the relationship of library service and regional development in the original statements. This emphasis on the role of libraries in the growth of the region needs to be repeated today, and the nine points still provide a valid structure for the planning of the development of library resources and services. Not one of the nine points can be considered to have been achieved in its entirety, and their attainment continues to be desirable.

Although measures of southeastern libraries trail national averages and standards, Figures 3, 4, and 5 reveal the existence in the Southeast of information resources that constitute, in the aggregate, a potentially powerful stimulus for regional development. Cooperative mechanisms should immediately be established that will improve the access of people to these resources. At the same time, librarians need to explore with leaders of regional organizations greater use of library resources in programs dealing with illiteracy, poverty, expansion of the economic base of the region, and other phases of development.

In order to bring the full strength of their resources to bear upon the information needs of the region, librarians should adopt as a working philosophy the National Association of Regional Councils' slogan, "A Declaration of Interdependence." No library can honestly claim to be self-sufficient. The widening subject interests of the people served, the divergent types of people to be served (not even school and academic libraries currently serve relatively homogeneous populations), the need to develop collections of book and nonbook materials and the high annual output of these materials, and the rising rate of inflation all place serious

strains on library budgets that traditionally have been inadequate. Libraries in the Southeast have too few dollars and lag too far behind too many averages to afford the luxury of independent and competitive growth. If they are to acquire the many current materials needed by diverse segments of the population they will have to cooperate and share in the development and utilization of resources. Technological advances make cooperative agreements easier for all participants.

Although they have been established to serve specific users whose needs must be given priority, most of the region's libraries receive public funds. Resources and services financed with such funds should be widely utilized, and confining an individual user to a single category is no longer possible. The varied activities of individuals may make them both students and workers; their mobility may place them daily in one civil jurisdiction as a resident, in another as a worker, and in still another as a student. All users should have access to whatever publicly supported information resources they need at whatever location is most convenient. This access can be extended only through cooperative agreements. Such agreements, while protecting the priorities of individual libraries, should provide financial support for the cooperative service.

Cooperative planning for the development of resources and the improvement of services should be pursued by all types of libraries in a given geographic area as well as by libraries of a single type on a wider geographic basis. Two assumptions germane to such planning are: (1) that each individual in the region should have access to the informational, educational, and recreational materials appropriate to his needs, interests, and abilities, and (2) that librarians possess the expertise required to devise, develop, and operate programs to provide that access and meet those needs. Planning for the development of library service in the Southeast should emphasize the requirements of the people. Only after their needs are identified and analyzed should attention be directed to what types of libraries can best render the needed services. Special consideration should be given to existing patterns of service and to the modifications and alterations that will improve access to library resources. The chief obstacle to user-oriented, cooperative planning is the librarian. As librarians have specialized in their training and in their work, their interests have focused increasingly on narrower aspects of library service. Their specialization has led not only to the fragmentation of professional efforts but also to the development of barriers among libraries. Created by librarians, these barriers retard cooperation in the development of resources and in the adoption of liberal arrangements for their use.

Librarians in the Southeast should plan networks that will unite library resources. Not necessarily based on the use of computers, these networks can be relatively simple in organization. The Southeastern Kentucky Regional Library Cooperative, composed of libraries in an eight-county

area in Kentucky, is one such organization. Other networks may require a more formal structure based on complex legal and contractual relationships such as exist in the Cooperative College Library Center and in the Southeastern Library Network.

The work of the National Commission on Libraries and Information Science possesses significant implications for cooperative planning and the establishment of library networks in the Southeast. Librarians in the region need to take advantage of the Commission's investigations and studies and to incorporate relevant portions into their planning for library development in the Southeast. Networks should be designed with their compatibility with proposals of the National Commission in mind. Librarians in the Southeast should, however, not be restricted by the work of this Commission.

The history of library service in the Southeast records notable results produced when librarians have united in cooperative programs and projects. The findings of this survey show that currently there are problems that can be approached most effectively on a regional basis. Librarians need to cooperate on a regional approach to these problems. Based upon the findings and recommendations that are detailed in earlier chapters, the following paragraphs identify eight problem areas and include a recommendation for regional action regarding each area. The recommendations for these actions are addressed to the SELA.

1. It is imperative that the Southeastern Library Association prepare itself to provide effective leadership and support for the advancement of library services in the region. In order to secure funding for specific programs of regional importance the SELA must be able to unite libraries from the member states in appropriate operational frameworks. It must have the capability required to monitor library development and serve as a communication center for libraries. It is essential that the SELA be equipped to establish contracts with and cooperate with the other agencies and organizations that are concerned with the problems of the region and that are working to ensure regional growth and development. *If it expects to provide effective leadership and support for the growth of libraries and the expansion of library service, the SELA needs to establish and staff the office of a full-time executive director.*

2. In meeting the informational and educational needs of people, libraries fill an important role as agencies for resource development. Librarians should give greater emphasis to the responsibilities that accompany this role. They need to direct library programs more specifically to user requirements and to learn more about nonusers. Closer ties with other regional and state organizations and agencies provide a basis for relating library services more directly to the needs of the people in the region. *The SELA should sponsor a series of conferences to bring representatives of regional agencies together with librarians to explore ways to utilize library resources*

more effectively in regional development and to consider collaboration in one or more demonstration programs to test effective approaches to greater utilization.

3. Regional planning for the development of library resources should be pursued on a unified, systematic basis. Planning needs to take into consideration all types of libraries and should be related to local and state planning. The requirements of users and the concept of networks should guide all planning. *The SELA should assume responsibility for systematic regional planning for the development of library service and should offer leadership and support for the establishment of library networks compatible with those proposed by the National Commission on Libraries and Information Science.*

4. Although conditions vary with individual libraries, public libraries as a group appear to suffer from inadequate funding to a greater extent than do other types. Public libraries are committed to wider service responsibilities than any other type of library, and they must reach a larger population. Priority should be given to a regionwide campaign to focus attention on their services and their needs. *In cooperation with the appropriate agencies, the SELA needs to explore means of increasing the financial support provided for public library service and to supply leadership for action that can be taken effectively on a regionwide basis to secure additional funding for these libraries.*

5. Academic libraries contain the most extensive collections in the region but their holdings lag behind those found elsewhere in the nation. These libraries need supplemental support to acquire research materials, but their acquisitions should be planned cooperatively, and their plans should be honored by all; rather than compete, academic libraries should work together to strengthen the region's research resources. Because of the richness of their collections, academic libraries now serve many people who are not members of their respective academic communities, and requests for such service appear to be growing. As part of the cooperative planning that needs to be pursued, the role of the academic libraries in extending service to off-campus users should be reviewed in terms of protecting the priorities of the academic libraries and, at the same time, securing maximum benefit from the resources of these libraries. As part of this review, consideration should be given to various methods of providing additional financial support for academic libraries in compensation for their external services. Academic libraries need to initiate this kind of planning, and such planning might appropriately be conducted within the framework of SOLINET or the SELA. *The SELA should direct attention to existing resources for research, identifying action that needs to be taken to make more effective use of these resources and endeavoring to secure the establishment of a mechanism that will produce cooperation in the acquisition of research materials.*

6. Library/media services available to both pupils and teachers have been weakened because the school library/media centers are under-

staffed. Some schools need to increase the services of their part-time library/media specialists to full-time. More schools, however, appear to need clerical or support personnel to assist the library/media specialists, freeing the latter to devote more of their time to providing professional assistance to teachers and guidance and direction to pupils. Understaffed media centers are found in each of the nine states, and the problems they present should be given priority in regional planning. *The SELA needs to pursue possibilities for strengthening both state and regional standards regarding the number of library/media specialists that should be available in schools and to take any other action that will lead to adequate staffing of media centers.*

7. Libraries and library-related agencies are too fragmented, and their interests and activities are too narrowly focused, for them to come together in cooperative programs without external stimulation. For this reason, stronger leadership for library development is needed in the region. The state library agencies, the state school library supervisors, and the state library associations—the key leadership agencies in the states—in combination with the SELA provide the framework within which regional planning must take place. These agencies need to exercise their responsibilities for leadership more aggressively. In some cases, they do not now have sufficient staff to carry out these responsibilities. Attention needs to be given, therefore, to the factors that deter the leadership agencies from fulfilling their functions in this specific area as effectively as they should. *The SELA needs to encourage state library associations, state library agencies, and state school library supervisors to participate more actively in regional planning for library development and to support the strengthening of their capabilities to conduct cooperative planning.*

8. Expanded concepts of library service, changes in the population to be served, and technological developments make professional obsolescence an immediate and serious possibility for practicing librarians. Obstacles to professional growth exist in many work situations, and formal opportunities for continuing education are limited in the Southeast. In planning for the growth of library service in the region, top priority must be given to library personnel, for it is they who determine the effectiveness of the contribution that libraries make to the region. Strong programs of library education must be complemented by a variety of opportunities for continuing education. Such opportunities should be planned as part of a total continuing education program for the region as a whole. *The SELA needs to initiate a regionwide continuing education program that affords librarians opportunities to continue to grow professionally.*

In summary, the findings of the survey show that, although major weaknesses exist, the Southeast has a viable structure for providing library service to its people. Books and nonbook materials are found in the region. They are housed in facilities that make their efficient use possible. Profes-

sionally trained librarians administer these library resources. Their immediate tasks include achieving more effective use of the existing resources and planning cooperatively for the growth of those resources.

Financial support for all types of library service has never represented, nor does it now constitute, a significant percentage of the income of the agencies responsible for the libraries. Administrators who control allocations for the individual libraries should provide the increases that are relatively minor in their total budgets but that are, in fact, quite major in the libraries' budgets. These increases will determine whether people in the Southeast receive the caliber of library service they need and whether adequate library resources and services are available to promote regional development and growth.

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3. Wilson and Milczewski, pp. 173-75, 293.

4. Ibid., p. 192.

5. Ibid., p. 193.

6. Ibid., pp. 173-75.

7. Ibid., p. 202.

8. Ibid., p. 213.

9. Ibid., p. 179.

10. Benjamin E. Powell, "Collection Development in Southeastern Libraries Since 1948," *Southeastern Librarian*, XXIV (Winter, 1975), 59-67.

11. Wilson and Milczewski, pp. 216-17.

12. U.S. National Center for Educational Statistics, *Library Statistics for Colleges and Universities, Fall: 1971 Analytic Report* (Washington, D.C.: U.S. Government Printing Office, 1973), p. 34.

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15. Ibid., p. 34.

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22. Ibid.

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25. Ibid., p. 20.

26. Ibid., p. 50.

27. Ibid., p. 46.

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43. Ibid., p. 90.
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46. Ibid., pp. 90, 110.
47. Ibid., p. 83.
48. Ibid., p. 105.
49. Ibid., p. 107.
50. Ibid.
51. Ibid., p. 85.
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56. Wilson and Milczewski, p. 73.
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60. Letter from Carol C. West, Mississippi State Library. July 10, 1974.
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